

ST. MARY'S CATHOLIC HIGH SCHOOL

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مدرسة القديسة مريم الكاثوليكية الثانوية

ص.ب. ٥٢٢٣٢، دبي - الإمارات العربية المتحدة

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OUR REF :

TRN: 100483609200003

DATE : Thursday, 15th October 2020

To: The Parents of students in Years 1 - 3 : DISTANCE & BLENDED LEARNING UPDATE

Dear Parents,

Greetings from Saint Mary's. Please read through these important updates for week eight. We pray that all of you and your children are safe and well.

SCHEDULED PLANS FOR THE NEXT TWO WEEKS:

You will receive the scheduled plans for the next two weeks along with this update.

NO MORNING LEARNING TASKS FOR THE NEXT TWO WEEKS:

We have taken into account that children have their assessments as well as their assessment tasks and therefore we will not be sending the morning learning tasks so that the children can use this time to prepare for their assessments as well as work on their assessment tasks for the Non-Core subjects.

LEARNING LADDERS – YEARS ONE AND TWO FOR ENGLISH, MATH and SCIENCE:

We will soon be opening up the Learning Ladders Parent portal for parents of years One and Two to begin with and parents will be able to view your child's PROGRESS against the Learning Objective for his/her year group in English, Math and Science. You will receive an email invite for this and our IT will conduct a session to guide you on how this portal can be used. We have already been using Learning Ladders to track the children's progress since last year but now we are opening out the parent portal in phases.

UPDATED PARENT CONTACT INFORMATION TO SCHOOL & CLASS TEACHERS:

We have uploaded a link on the school website for you to access and provide us the critical information required without delay. **We are still waiting for a few more parents to fill in this information. THIS IS MOST URGENT!!**

MOE GUIDANCE ON TEACHING ARABIC AND ISLAMIC STUDIES TO YEAR13-SYSTEM SCHOOLS:

All schools that are licensed to teach up to Year 13 (UK or IB curricula) need to make some key changes to their Arabic and Islamic Education curricula for the academic year 2020-2021. These changes focus on realigning the year/grade system with the correct curriculum standards. So books that were used in Year ONE are being used in Year TWO and so on. Our teachers have been re-aligning the long term plan and the curriculum based on the guidance document from the MOE and we have also shared that document with you along with this circular.

REFUND FOR ARABIC TEXTBOOKS:

We have asked Arabic teachers to note down the names of students who still require to purchase Arabic textbooks (in case you gave these away) However, you may still source these as second hand copies if you wish to and so we request you to kindly remind your children to inform their Arabic teachers only if you wish to purchase the textbooks. Please also send an email to the class teacher to confirm a purchase and please mention if you had already paid Iris International for these books. We request your patience while we sort out a process for refunds for those who already have the books but had paid for the same.

WEEKLY LESSON PLANS:

Every Saturday, we will upload the lesson plans for the week so that you will know in advance of the week what your child is going to be learning in the week to come. These plans can be found under the relevant departments on the school website.

ASSESSMENTS AND ASSESSMENT POLICY:

We have uploaded our reviewed and revised Assessment Policy on the school website and we invite you to kindly go through it carefully. You will also receive an Assessment schedule from your child's class teacher. Please note that schedules are unique to every section and are based on lessons that are available for that particular section on a particular day. Teachers will have some practice sessions using Google Forms with the children. Submission of some assessments that require written work will have to be emailed by the same evening to the respective subject teacher.

Academic honesty is a fundamental part of learning and teaching and a core value of Saint Mary's Catholic High School Dubai.

While we understand that children are in your physical space during these assessments we also know and trust that parents are the first teachers of values to their children. We therefore request you to only facilitate or help with the technological aspect of the assessment administration if needed but to refrain

from assisting in any way with the content of the assessment. We know that above all else both parents and teachers want the values of honesty and integrity to be deeply embedded in the children as key drivers for their journey through life. Children watch us very closely and look up to us as role models and we want them to know that they can continue to maintain these values even when they are doing an assessment at home.

ASSESSMENT SCHEDULE:

We would like to remind all parents to be mindful of the Assessment Schedules for the core subjects. Assessments MUST be completed within the scheduled time. Written assessments for English, however, will have to be emailed by the same evening to the respective subject teacher. Attendance for these sessions is a must. If there are any medical or other emergencies that crop up and your child is unable to attend a session, please email the class teacher informing her of the same. The deadlines for the tasks assigned for the non-core subjects have to be respectfully and strictly followed.

MISSED ASSESSMENTS:

In case your child is unwell or if there is any other emergency and he or she misses an assessment, please send an email to the respective subject teacher and copy the class teacher as well. Rescheduled assessments will take place on a Saturday morning and the teacher will communicate further details to you.

ZOOM GUIDELINES FOR PARENTS AND PRACTICE OF KEY CONTENT IN CORE SUBJECTS:

WE WOULD LIKE TO REITERATE THAT THE LEARNING SESSIONS IS STRICTLY BETWEEN THE TEACHER AND THE STUDENTS.

All previous guidelines have been made available in our PROCESS MAP and we urge you to go through those carefully. We thank you once again for your collaboration with the teachers in supporting your children through lessons. **It is a huge breach of PRIVACY under UAE law to record any live sessions without the permission of all those in a session.** Unfortunately it has been observed that some parents have been doing this. This is in complete violation of both UAE privacy laws as well as laws concerning Child Safeguarding and Protection and must not ever be done in future. The school will be compelled to report any future actions regarding violation of the same to the relevant authorities. Let us all remember to be respectful to one another as this is a key value to teach our children.

ATTENDANCE FOR LIVE SESSIONS:

Your child's attendance is marked for each Zoom Session. In case your child has missed a session, you need to email the class teacher and inform him/her regarding the reason for the absence. If this is not done the absence will be marked as an 'unjustified absence' and will be reflected in your child's report card against that particular subject.

ACTIVE LEARN/ ACTIVE TEACH:

The Login credentials for your child's Active Learn have been sent to your child's unique school email ID. In case payment for Active Learn has not yet been made, kindly contact Iris International immediately to have this done so that you can receive the login credentials for Active Learn for your child. In the event that you have paid for this but have still not yet received the login credentials, kindly send an email to the class teacher with your child's full name . Teachers will be using the Active Learn platform for lessons, assessments as well as allocating homework tasks and books for reading. Please do not delay in making the payment for Active Learn so that children can access the platform for their lessons.

FIRST TERM FEES:

A reminder to all parents that the last date for the payment of the First Term Fees has now passed. **WE WILL BE CONTACTING PARENTS WITH OUTSTANDING FEES SOON TO INFORM YOU ABOUT THE NEXT STEPS.**

DL SECTION ON OUR SCHOOL WEBSITE:

We would like to remind ALL parents to kindly visit the DL section on our school website as we have been updating it with many useful links , documents, vital information for keeping your children safe online, tips on well-being and mindfulness to name a few. We are sure that you will find these useful and we will keep updating this section as often as we can.

EXPO 2020 SECTION ON OUR SCHOOL WEBSITE:

We would like to invite you and your children to browse this section regularly as we will keep updating it with interesting and relevant resources for the children.

DISTANCE LEARNING CRITICAL AND EMERGENCY RESPONSE REQUIRED:

Even if a child who has opted for Distance Learning has tested positive for Covid-19, parents are requested to please inform Lise-Ann via an email, clearly stating your child's full name, class and section, Emirates ID number, date of birth, home address and parent's mobile number. This is

because DHA contacts Ms. Lise-Ann both via telephone and email requesting this information and often it is during late hours in the evening or at night and so this information from you would greatly assist the process with DHA.

PRIVACY OF TEACHER VIDEOS :

Teachers will be uploading short video lessons for the children in English, Math, Science and Arabic as part of the morning learning tasks. We ask that you please respect the privacy of the teachers by not sharing these on social media or with parents from other schools. We are sure you as parents will understand the sensitivity of this process and we trust that you will fully respect the privacy of our teachers by not sharing these in any way.

We are always grateful for your support and collaboration. Let us continue to hold one another in prayer and be hopeful for better days ahead. Please remind the children to read as much as they can and enjoy some good quality family time. We send all of you our blessings for your health and safety.

Yours sincerely,



Mr. Paul Asir Joseph
(Principal)





Guidance on the Teaching of Arabic Language and Islamic Education in 13-year system schools

Introduction:

All schools that are licensed to teach up to Year 13 (UK or IB curricula) need to make some key changes to their Arabic and Islamic Education curricula for the academic year 2020-2021. These changes focus on realigning the year/grade system with the correct curriculum standards. Outlined below are the necessary curriculum adaptation that will be required to realign the year/grade system with MoE national curriculum standards.

Table 1: The current situation 2019-2020 and mandatory changes for 2020-2021

Students in current academic year 2019-2020 (Current situation)		Students transferring into the academic year 2020-2021 year level	
Year	Textbook	Year	Textbook
FS1	-----	FS 2	-----
FS 2	-----	Year 1	-----
Year 1	Grade 1 Textbook	Year 2	Grade 1 Textbook
Year 2	Grade 2 Textbook	Year 3	Grade 2 Textbook
Year 3	Grade 3 Textbook	Year 4	Grade 3 Textbook
Year 4	Grade 4 Textbook	Year 5	Grade 4 Textbook
Year 5	Grade 5 Textbook	Year 6	Grade 5 Textbook
Year 6	Grade 6 Textbook	Year 7	Grade 6 Textbook
Year 7	Grade 7 Textbook	Year 8	Grade 7 Textbook
Year 8	Grade 8 Textbook	Year 9	Grade 8 Textbook
Year 9	Grade 9 Textbook	Year 10	Grade 9 Textbook
Year 10	Grade 10 Textbook	Year 11	Grade 10 Textbook
Year 11	Grade 11 Textbook	Year 12	Grade 11 Textbook
Year 12	Grade 12 Textbook	Year 13	Grade 12 Textbook
Year 13			



Process:

- 1) This realignment will affect both Arabic A, Arabic B students, and all Muslims students, who are studying Islamic Education in Arabic or English.
- 2) In this alignment, students will use the curriculum/textbook being used currently in the next academic year. During 2020-2021 Arabic A and Islamic Education teachers will use the appropriate Grade level (See Table 1) curriculum/textbook to teach any lessons that were not completed during the previous academic year.
- 3) Teachers should use the additional resources, as explained in the subject specific section below, during the 2020-2021 academic year. In addition, the MoE national standards for Arabic and Islamic Education are available online on the MoE's website and should be used as a reference when planning the lessons and additional activities.

Table 2: Example of use of printed materials

Academic Year	Year	Textbook
2019-2020	Students in Year 7	Grade 7 textbook
2020-2021	Year 8 students who accessed Grade 7 materials during 2019-2020	Grade 7 textbook (Revisit prior learning, access lessons not covered previously, extra resources (see below), MoE national standards

- 4) This realignment is required for Arabic and Islamic Education on the assumption that Moral Education and Social Studies are already being taught as per the above age group guidelines.
- 5) Schools following the 13- year system who have not yet realigned their Moral Education and Social Studies curriculum delivery must apply the same realignment for these two subjects as per the information in Table 1.
- 6) These changes must be in place by September 2020 for the start of the new academic year 2020-2021.
- 7) Schools are expected to make all the necessary adjustments to schedules, assessment plans, learning programs and current materials to meet this requirement.
- 8) Please note that Arabic A and Islamic Education must be delivered through to Year 13 as this is a condition for Grade 12 equivalency except during the academic year 2020-2021 since it will be a transition year.



Transition Year (2020-2021):

Arabic A students:

These changes will not apply to students that will be moving to Year 13 in the academic year 2020-2021 only, as they have already completed 12 years of studying Arabic and Islamic Studies.

Arabic B students:

These changes will not apply to students that will be moving to Year 10 in the academic year 2020-2021 only, as they have already completed 9 years of studying Arabic.

Subject specific details:

Arabic A:

- Schools should conduct an analysis and identify the lessons that have not been covered during the current academic year. They must also analyze the degree of students' achievement of expected curriculum standards. Thus, the realignment should take into consideration the re-design of the curriculum and the modification of its implementation based on the identified gaps in the students' knowledge, understanding and skills.
- Please note that for all MoE subjects, Year 2, 3, 4 will follow timings of Grade 1, 2, 3 and Year 5, 6, 7 will follow timings for Grade 4, 5, 6 etc.
- In order to support schools in embedding learning and avoiding repetition of what has already been taught, the Ministry has developed a range of resources that include additional materials and supplements to the syllabus. It is recommended that schools use these supplementary materials and resources to enhance the curriculum. Schools are also advised to use their own expertise and initiatives to ensure the successful teaching of the Arabic language curriculum.

Arabic B

- Schools should conduct an analysis of the Arabic B lessons covered during the current academic year and identify the lessons that they have not yet covered. During 2020-2021 Arabic B lessons should be focused on the aspects of language that students have not mastered in 2019-2020.
- The schools must also analyze the degree of students' achievement of expected curriculum standards. Thus, the realignment should take into consideration the re-design of the curriculum and the modification of its implementation based on the identified gaps in the students' knowledge, understanding and skills.



- There are no additional resources for Arabic B at this stage. Arabic B teachers should develop a secure understanding and knowledge of the Arabic B national curriculum standards and then carefully select and use the appropriate materials in the Grade level MoE textbooks to enable student to acquire mastery of the expected standards.
- Please note: From the academic year 2020-2021, 13-year system schools will be expected to teach Arabic B from Year 2 to Year 10 instead of from Year 1 to Year 9.

Islamic Education

- In order to plan the alignment, schools should conduct an analysis of the IE lessons covered and identify lessons that have not been covered during 2019-2020. These identified lessons should be taught as appropriate during the 2020-2021 academic year.
- Schools must also analyze the degree of students' achievement of expected curriculum standards. Thus, the realignment should take into consideration the re-design of the curriculum and the modification of its implementation based on the identified gaps in the students' knowledge, understanding and skills.
- The MoE Islamic Education team has prepared a modified curriculum plan. This plan will help the schools to redesign the Islamic Education program in order to implement the realignment. Please note that schools are encouraged to develop creative solutions to implementing their alignment plans but must limit their changes to adjusting the order of the lessons. Schools are NOT allowed to use external resources for the delivery of the Islamic Education curriculum.
- In grades which require two Islamic Education periods per week, schools can dedicate one lesson for Quran and one lesson to cover the content. This is indicated in the attached modified curriculum plan.

Communication with parents and other stakeholders:

- It is the responsibility of the school to communicate the changes to governance, staff, students and parents. This communication must include a clarification of the process that will be undertaken, and clarify changes being planned for all identified subjects in all Years/Grades.
- The school must avoid any misunderstandings with parents. Parents should understand that this is just a realignment, and that their children are **NOT repeating the subject content**.



- It is also the responsibility of the leadership team to ensure that these changes occur within the time specified and that appropriate support is provided to teachers for the preparation of resources and materials.

School Evaluation:

- The School Evaluation and Inspection teams have been informed of the changes that are required and they will take the adjustments into account during the next round of evaluations.

Transfer students:

- All transfer students should be registered in the right Arabic class based on the new realignment. However, schools should review transfer students on a case-by-case basis to ensure a smooth and successful approach is taken to address their academic needs by using a diagnostic assessment to identify gaps in their learning and thus provide them with the support they need.

Early childhood:

- It is recommended that schools expose students to Arabic language before Year 2, and schools are encouraged to use the UAE National Standards to design an Arabic language program for students in FS2-Year1. It is recommended that schools use resources from the list of approved MoE resources for kindergartens when designing their programs of study

If you have any inquiries about this guide:

Please contact MoE private schools' team at: prvsch@moe.gov.ae



Attachments:

Table 3: Attachments

Attachments	
1	List of additional Arabic A resources
2	Modified Islamic Education curriculum plan
3	List of approved MoE resources for kindergartens



Attachment 1: List of additional Arabic A resources

قائمة مقترحة من المصادر الزديفة للمدارس التي تعتمد المنهج البريطاني

المرحلة	عنوان الكتاب	المؤلف	دار النشر
السنة الأولى (رياض الأطفال)	أنا البطلة الأسطورية	جينيفر آدمز	دار أشجار-دبي
	يومي الجميل	فاطمة خوجة	دار أشجار-دبي
	الدنياصور الكبير جدًا جدًا	ريتشارد بايرن	دار الهدهد-دبي
	أحب المدرسة	حفصة سرور	دار الهدهد-دبي
السنة الثانية (الصف الأول)	الطائرة الورقية	نورهان نور	دار أشجار-دبي
	جامع الكلمات	بيتر هاملتون رينولدز	دار أشجار-دبي
	قل شيئاً	بيتر هاملتون رينولدز	دار أشجار-دبي
	ماذا تقول لنا الرياح؟	فاطمة البريكي	دار سما-الشارقة
	حكاية الغابة	فاطمة البريكي	دار سما-الشارقة
	لم أعد أشعر بالملل	هيا صالح	دار أشجار-دبي
	بيشابو	سارة نعمان	دار أشجار-دبي
	حكاية بذرة	ناصر الدوسري	دار أشجار-دبي
السنة الثالثة (الصف الثاني)	بيبي ذو الزر الواحد	آلان ويندرايم	دار أشجار-دبي
	كيف يكبر الفرح؟		دار سما-الشارقة
	وطني		دار سما-الشارقة
	معاذ العجيب	جوليان باتون	دار الهدهد-دبي
	الحمار والبلبل	جيكور خورشيد	دار أشجار-دبي
	ميموشا والغابة السحرية	نورهان نور	دار أشجار-دبي
السنة الرابعة (الصف الثالث)	البحث عن أرض السكينة		دار سما-الشارقة
	الدودة ودودة	فاطمة البريكي	دار سما-الشارقة
	هل سأطير؟	محمد العوهلي	دار الهدهد-دبي
	من ينقذ الغابة؟	عائشة المهيري	دار أشجار-دبي
السنة الخامسة (الصف الرابع)	الحنين	عائشة الحارثي	دار أشجار-دبي
	المهرج ذو الأصابع الأربعة		دار سما-الشارقة



المرحلة	عنوان الكتاب	المؤلف	دار النشر
	الحفلة التذكيرية		دار سما-الشارقة
	من نافذة القطار	لوسيا هيراتسوكا	دار الهدهد-دبي
	الأميرة مهرة	فاطمة المزروعي	دار أشجار-دبي
السنة السادسة (الصف الخامس)	أميرة الأحذية	نسيبة العزيبي	دار أشجار-دبي
	وفاء	علي القاسمي	دار أشجار-دبي
	بطل الإمارات الأول		دار سما-الشارقة
	أنا مختلف		دار سما-الشارقة
	يوم بصحبة ابن سينا	مصطفى أوراكنشي	دار الهدهد-دبي
السنة السابعة (الصف السادس)	سارة-السلامي ومفاجأة الشوكولاتة	بيرسان أكيم أوزان	دار الهدهد-دبي
	من أجلك يا أبي	شيخة النياي	دار سما-الشارقة
	الغول ونبته العليق	نسيبة العزيبي	دار أشجار-دبي



Attachment 2: Modified Islamic Education curriculum plan

توزيع مقررات التربية الإسلامية للعام الدراسي: 2020/2019 م G01 G12 - للمدارس الخاصة:			
الموضوعات	التوزيع الزمني	الصف	
تخصص حصص للتلاوة والحفظ أسبوعياً للسور المقررة في الكتاب ويمكن الإضافة للطالب الذي يحفظ أكثر من المقرر	الوحدة الدراسية الثانية – الجزء الأول من كتاب الصف الأول	3/19 -1/12	الأول
	الوحدة الدراسية الثالثة – الجزء الثاني من كتاب الصف الأول	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الثاني	3/19 -1/12	الثاني
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الثاني	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الثالث	3/19 -1/12	الثالث
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الثالث	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الرابع	3/19 -1/12	الرابع
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الرابع	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الخامس	3/19 -1/12	الخامس
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الخامس	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف السادس	3/19 -1/12	السادس
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف السادس	6/14-4/12	



توزيع مقررات التربية الإسلامية للعام الدراسي: 2020/2019 م
G01 G12 - للمدارس الخاصة:

الموضوعات	التوزيع الزمني	الصف	
تخصص حصة للتلاوة والحفظ كل أسبوعين من السور المقرر للتلاوة والموجودة في المرفق	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف السابع	3/19 -1/12	السابع
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف السابع	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الثامن	3/19 -1/12	الثامن
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الثامن	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف التاسع	3/19 -1/12	التاسع
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف التاسع	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف العاشر	3/19 -1/12	العاشر
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف العاشر	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الحادي عشر	3/19 -1/12	الحادي عشر
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الحادي عشر	6/14-4/12	
	من كتاب الوحدة الدراسية الثانية – الجزء الأول الصف الثاني عشر	3/19 -1/12	الثاني عشر
	من كتاب الوحدة الدراسية الثالثة – الجزء الثاني الصف الثاني عشر	6/14-4/12	



توزيع مقررات التربية الإسلامية للعام الدراسي 2021/2020 م G02 G13 - للمدارس الخاصة			
الموضوعات	التوزيع الزمني	الصف	
تخصص حصة للتلاوة والحفظ أسبوعياً للسور المقررة في الكتاب ويمكن الإضافة للطالب الذي يحفظ أكثر من المقرر	الوحدة الدراسية الرابعة – الجزء الثاني من كتاب الصف الأول	الفصل الدراسي الأول	الثاني
	الوحدة الدراسية الخامسة – الجزء الثالث من كتاب الصف الأول	الفصل الدراسي الثاني	
	الوحدة الدراسية السادسة – الجزء الثالث من كتاب الصف الأول	الفصل الدراسي الثالث	
	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف الثاني	الفصل الدراسي الأول	الثالث
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف الثاني	الفصل الدراسي الثاني	
	الوحدة الدراسية السادسة – الجزء الثالث من كتاب الصف الثاني	الفصل الدراسي الثالث	
	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف الثالث	الفصل الدراسي الأول	الرابع
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف الثالث	الفصل الدراسي الثاني	
	من الوحدة الدراسية السادسة – الجزء الثالث كتاب الصف الثالث	الفصل الدراسي الثالث	
	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف الرابع	الفصل الدراسي الأول	الخامس
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف الرابع	الفصل الدراسي الثاني	
	من الوحدة الدراسية السادسة – الجزء الثالث كتاب الصف الرابع	الفصل الدراسي الثالث	
تخصص حصة للتلاوة والحفظ أسبوعياً للسور	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف الخامس	الفصل الدراسي الأول	السادس



توزيع مقررات التربية الإسلامية للعام الدراسي 2021/2020 م G02 G13 - للمدارس الخاصة			
الموضوعات	التوزيع الزمني	الصف	
المقررة في الكتاب ويمكن الإضافة للطالب الذي يحفظ أكثر من المقرر	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف الخامس	الفصل الدراسي الثاني	
	من الوحدة الدراسية السادسة – الجزء الثالث كتاب الصف الخامس	الفصل الدراسي الثالث	
تخصص حصة للتلاوة والحفظ كل أسبوعين من السور المقرر للتلاوة والموجودة في المرفق	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف السادس	الفصل الدراسي الأول	السابع
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف السادس	الفصل الدراسي الثاني	
	الوحدة الدراسية السادسة- الجزء الثالث من كتاب الصف السادس	الفصل الدراسي الثالث	
	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف السابع	الفصل الدراسي الأول	الثامن
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف السابع	الفصل الدراسي الثاني	
	من الوحدة الدراسية السادسة – الجزء الثالث كتاب الصف السابع	الفصل الدراسي الثالث	
	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف الثامن	الفصل الدراسي الأول	التاسع
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف الثامن	الفصل الدراسي الثاني	
	من الوحدة الدراسية السادسة – الجزء الثالث كتاب الصف الثامن	الفصل الدراسي الثالث	
	من الوحدة الدراسية الرابعة – الجزء الثاني كتاب الصف التاسع	الفصل الدراسي الأول	العاشر
	من الوحدة الدراسية الخامسة – الجزء الثالث كتاب الصف التاسع	الفصل الدراسي الثاني	



توزيع مقررات التربية الإسلامية للعام الدراسي 2021/2020 م
G02 G13 - للمدارس الخاصة

الموضوعات	التوزيع الزمني	الصف
من الوحدة الدراسية السادسة - الجزء الثالث كتاب الصف التاسع	الفصل الدراسي الثالث	
من الوحدة الدراسية الرابعة - الجزء الثاني كتاب الصف العاشر	الفصل الدراسي الأول	الحادي عشر
من الوحدة الدراسية الخامسة - الجزء الثالث كتاب الصف العاشر	الفصل الدراسي الثاني	
من الوحدة الدراسية السادسة - الجزء الثالث كتاب الصف العاشر	الفصل الدراسي الثالث	
من الوحدة الدراسية الرابعة - الجزء الثاني كتاب الصف الحادي عشر	الفصل الدراسي الأول	الثاني عشر
من الوحدة الدراسية الخامسة - الجزء الثالث كتاب الصف الحادي عشر	الفصل الدراسي الثاني	
من الوحدة الدراسية السادسة - الجزء الثالث كتاب الصف الحادي عشر	الفصل الدراسي الثالث	
من الوحدة الدراسية الرابعة - الجزء الثاني كتاب الصف الثاني عشر	الفصل الدراسي الأول	الثالث عشر
من الوحدة الدراسية الخامسة - الجزء الثالث كتاب الصف الثاني عشر	الفصل الدراسي الثاني	
من الوحدة الدراسية السادسة - الجزء الثالث كتاب الصف الثاني عشر	الفصل الدراسي الثالث	



مقرر حصة التلاوة والحفظ للصفوف المتوسطة والعليا

الصف	ف1	الآيات	الصفحات	ف2	الآيات	الصفحات	ف3	الآيات	الصفحات	عدد السور	م. الآيات	م. الصفحات
السادس	- الإنسان - القيامة - المدثر	56-40-31	2-1-2	المزمل - نوح المعارج	44 - 28-20	2-2-1.5	- الحاقة - القلم	52-52	2 -2	8	323	14.5
السابع	الجمعة - الحديد	29-11	4-1.5	القمر- النجم	62-55	3-3	الطور - المرسلات	50-49	1.5-2.5	6	256	16
الثامن	الصف الفتح	29-14	4.5-1.5	التغابن - لقمان	34-18	4-2	الأحقاف	35	4.5	5	130	17.5
التاسع	القصص	88	4	القصص	--	4	القصص	--	3	1	88	11
العاشر	الأنبياء	112	4	الأنبياء	--	4	الأنبياء	--	3	1	112	11
الحادي عشر	الإسراء	111	4	الإسراء	--	4	الإسراء	--	4	1	111	12
الثاني عشر	يوسف	111	4	يوسف	--	4	يوسف	--	3	1	111	11
المجموع	11			7			5			23	1131	93



Attachment 3: list of approved MoE resources for kindergartens

Subject	Resource	Publisher/Distributor	Distribution in the class
Big Book Package (18 books)	مجموعة الكتاب الكبير (عدد 18 كتاب)	كلمات	نسخة لكل شعبة من K1 و K2
Big Book Package (21 books)	مجموعة الكتاب الكبير (عدد 21 كتاب)	كلمات	نسخة لكل شعبة من K1
Big Book Package (20 books)	مجموعة الكتاب الكبير (عدد 20 كتاب)	كلمات	نسخة لكل شعبة من K2
A' Ailat Al Hurouf (Kit)	مجموعة عائلة الحروف	كلمات	نسخة لكل شعبة من K1 و نسختين لمركز المصادر
Alf Baa' Al Emarat (Book)	كتاب ألف باء تاء الإمارات	كلمات	نسخة لكل شعبة من K1
Al Qiraa' Al Mutasalsilah Graded Readers Kit – Starters	مجموعة القراءة المتسلسلة – مبتدئ	كلمات	نسخة لكل شعبة من K1 و K2
Al Qiraa' Al Mutasalsilah Graded Readers Kit – Developing	مجموعة القراءة المتسلسلة – متوسط	كلمات	نسخة لكل شعبة من K2 و نسختين لمركز المصادر
Al Qiraa' Al Mutasalsilah Graded Readers Kit – Advanced	مجموعة القراءة المتسلسلة – متقدم	كلمات	نسخة لمركز المصادر
Alf Baa' Al Emarat Kit	حقيبة ألف باء الإمارات	مجلس أبو ظبي للتعليم	نسخة لكل شعبة من K1 و K2