



OUR REF : .....

TRN : 100259955100003

DATE : Thursday, 15<sup>th</sup> October 2020**To: The Parents of students in Years 4-13 – DISTANCE and 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.

**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. **PLEASE NOTE THAT NEXT YEAR ARABIC WILL BE COMPULSORY FOR STUDENTS OF YEAR TEN.**

**REFUND FOR ARABIC TEXTBOOKS:**

We have asked Arabic teachers to include these as PDF copies in the Google Classroom for the children as we understand that some children might have given away their text books since we were made aware of the MOE decision only when we began this year. We request your patience while we sort out a process for refunds for those parents who had ordered for and paid for these books through Iris International.

**FIRST TERM FEES:**

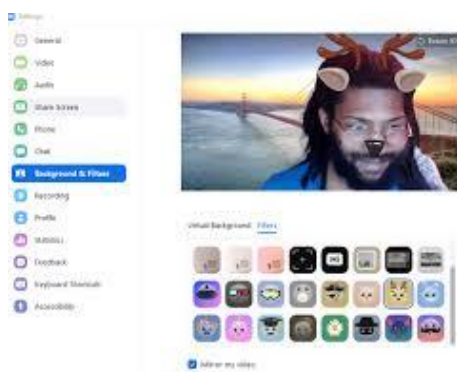
A reminder to all parents that the last date for the payment of the First Term Fees has now passed. **WE WILL BE CONTACTING PARENTS WITH OUTSTANDING FEES SOON TO INFORM YOU ABOUT THE NEXT STEPS.**

### NEW LESSON TIMINGS WITH SCREEN BREAKS IN BETWEEN LESSONS:

We have posted new lesson timings to include screen breaks in between lessons. These will be effective from Sunday, 18<sup>th</sup> October 2020. We have done this to provide a space for the children away from the screen to help overcome the effects of screen fatigue. Our hope is that the children use this break to physically move away from the screen and do a bit of stretching and perhaps take a little walk in any physical space available to them. We would also like you to remind children about the **20-20-20 RULE- The rule says that for every 20 minutes spent looking at a screen, a person should look at something 20 feet away for 20 seconds.**

### NEW ZOOM FILTERS NOT TO BE USED BY CHILDREN FOR LIVE LESSONS:

Please remind your children that the new Zoom filters are not to be used for live lessons. Teachers will remind them as well and they have been instructed to remove children from lessons if they use these filters.



### WELL-BEING INITIATIVE -AN ADDITIONAL PE LESSON FOR YEARS 5 THROUGH 9 :

A part of our commitment to well-being, we will be having an additional PE lesson for the year groups mentioned during their Activity lessons to get children moving and physically active. Kindly encourage your children to attend these sessions as this will help them stay fit and active. Please find the schedule for these sessions below.

Sunday – Third lesson	Year 9 B/C/F
Sunday- Eighth lesson	Year 9 A/D/E
Tuesday-Sixth lesson	Year 5 A/D/E/B/C/F
Tuesday-Seventh lesson	Year 7 A/D/E
Tuesday-Eighth lesson	Year 8 A/D/E
Wednesday- Fifth lesson	Year 6 A/D/E
Wednesday- Sixth lesson	Year 6 B/C/F
Wednesday- Seventh lesson	Year 7 B/C/F
Wednesday- Eighth lesson	Year 8 B/C/F

## **STUDENT PRIVATE CHAT GROUPS ON WHATSAPP/ ZOOM/ HANGOUT / INSTAGRAM:**

We have been notified by several parents over the last few weeks that many children as young as year 5 have created private groups with students from different classes and year groups and that often the language and content of these conversations is not at all age appropriate and also includes language and content that is vulgar and disrespectful. It would be wise to talk to the children not to be part of groups that are likely to cause potential problems and we would encourage all parents to please monitor your child's participation in these chat groups. You will be the best judge to decide if your child should be part of a group or not based on the content that you see.

## **BLENDED LEARNING CRITICAL AND EMERGENCY RESPONSE REQUIRED:**

If any child who has opted for Blended Learning shows symptoms of Covid-19, they must be kept at home and a diagnosis must be sought from an approved medical practitioner. The parent must email Ms. Lise-Ann on [l.pinto-smchs@smgeducation.org](mailto:l.pinto-smchs@smgeducation.org) and inform her of the status and send a copy of a PCR test that has been conducted. In addition in case a child or a parent, sibling or any family member of a child who has opted for Blended Learning, tests POSITIVE for COVID-19, an email must be sent to Ms. Lise-Ann without delay and the child must be kept at home to self isolate for 14 days. These are critical DHA requirements and as the Health and Safety Officer of the School, Ms. Lise-Ann will then contact the parents of any other child who was in contact with the child in question as well as staff members who will also have to self isolate for 14 days as part of contact tracing requirements. ***A PCR Negative test for a child who previously tested positive is also required in addition to the 14 day isolation in order for the child to return to school.***

## **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.

## **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 many parents to fill in this information. THIS IS MOST URGENT!! PLEASE DO NOT DELAY ANY FURTHER !!!**

## **ZOOM GUIDELINES FOR PARENTS:**

**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 and students 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. **PLEASE REMIND YOUR CHILDREN NOT TO EVER SCREENSHOT ANY LIVE SESSION.** Some have done this and even posted the same on Social Media.

## **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. Submission of some assessments that require written work will have to be turned in at the end of the session.

***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. ***For older children, we recommend that you have a conversation with them about the school's clear expectations for 'Academic Honesty' and that they must not resort to any unfair means while doing their assessments.***

**ATTENDANCE FOR THESE ASSESSMENTS IS CRITICAL AND WE URGE YOU TO SPEAK TO YOUR CHILDREN ABOUT NOT TAKING THESE LIGHTLY. WE WILL NOT BE IN A POSITION TO CREDIT OR MARK ASSESSMENTS THAT HAVE NOT BEEN DONE OR THAT ARE TURNED IN LATE. If a child is sick please send an email to the class teacher and please cc the subject teacher if a child has missed a test in a particular subject.**

**As part of the Academic Honesty and Integrity students MUST NOT EVER UNSUBMIT any assessment submitted in Google Classroom for editing purposes. Teachers get a notification when a student UNSUBMITS a document and NO MARKS will be given in this case.**

#### **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.

#### **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.

### **REGISTRATION ATTENDANCE:**

The daily registration time is **7:10- 7:20am**. Class teachers will post a **DAILY ZOOM LINK** in the **GOOGLE CLASSROOM** and live attendance will be taken during the morning's registration. It is mandatory for every child to be live on camera for this morning registration and this is the attendance that will be logged into SIMS. ***Children who miss this morning's registration for attendance will be marked as ABSENT even if they attend lessons post this session.*** Kindly make sure that every child understands the importance of this morning's registration. It will also be a time for daily morning prayer as well as the **UAE NATIONAL ANTHEM** before lessons begin for the day.

### **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.

### **GOOGLE CLASSROOM STRICTLY FOR TEACHERS AND STUDENTS AND NOT A FORUM FOR COMMUNICATION BY PARENTS:**

We would like to remind all parents that the GOOGLE CLASSROOM is an educational space strictly for the children and their teachers. **KINDLY DO NOT POST MESSAGES TO THE TEACHERS IN STREAM.** If you wish to communicate with any teacher kindly send them an email.

### **CLASS TEACHER SESSIONS WITH A FOCUS ON WELL BEING:**

Every class will have two sessions with their class teachers on ANY two Thursdays of the month from **12:00 – 12:20 pm. ( school hours )**. Class teachers will inform students which Thursdays this will be scheduled for their respective classes. Attendance is mandatory and there will be a focus on well being as well as a space to share any urgent concerns with their teachers.

## **SCHOOL EMAIL ID TO BE USED EXCLUSIVELY FOR SCHOOL WORK:**

Students **MUST NOT USE** the school email ID credentials to register on any gaming website or third party eBook websites etc. Students should be very careful when visiting any website they are unsure of as there is the potential possibility of clicking on pop ups which could lead to inadvertently sharing information from a child's device to the linked pages. If any student or parent finds any unusual activity happening with your school email ID, kindly forward the same to IT support on their email and they will look into the matter immediately.

## **PDF COPIES OF BOOKS FOR READING YEARS 4 THROUGH 8:**

We have made available PDF copies of books ( one per year group ) that children have to complete reading by the end of this month. They will have a reading related task based on this book in the first week of November and these marks will count towards English Language for the first report in November. Please support the children by encouraging them to read the books with interest.

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. We also pray for the families in our school community who are grappling with ill health and other challenges. Stay safe and blessed.

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](mailto: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 جداً جداً	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	الحادي عشر
من الوحدة الدراسية الرابعة - الجزء الثاني كتاب الصف العاشر	الفصل الدراسي الأول	
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