



Star

NURTURING TODAY'S **YOUNG PEOPLE,**  
INSPIRING TOMORROW'S **LEADERS**

# ARABIC (PRIMARY)

6-Year Curriculum plan

Years 1-6





## Document control

<b>This document has been approved for operation within:</b>	All Trust Primary Schools
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## Our vision for MFL

The study of languages opens pupils' minds to a whole world of opportunity. It develops their deep cultural awareness of how linguistic heritage links people of different cultures around the world. We enable all of our pupils to broaden their horizons, converse with other people from different backgrounds, learn about world cultures and strengthen their economic prospects by building for them a firm foundation in language learning.

The **whole-school curriculum** addresses pupils' academic, personal and social development. These three individual elements of learning provide a different component to the education of every pupil. Intellectual, personal and social maturity are the goal of these structured layers of learning at the school. There are three guiding elements which are brought to life through the MFL curriculum:

- **Educational excellence:** MFL teachers engender a love of language learning and a thirst to become fluent in the spoken and written word. Pupils are well prepared to continue their language learning post-16 whether within a career or educational context.
- **Character development:** MFL teachers bring the country and culture into the classroom and support pupils' broader personal development through appreciation of other countries and cultures. Enrichment opportunities include Storytime, film clubs, virtual trips to countries that speak the target language, and video links with schools abroad.
- **Service to communities:** MFL teachers promote teamwork and collaboration in the classroom. At upper KS2, pupils grapple with social and global issues with the aim of developing pupils' thinking around their civic duties.

## Modern foreign languages curriculum intent

Pupils learn to:

- Understand and respond to spoken and written language from a variety of carefully selected sources, including authentic audio texts where appropriate.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Read and respond to a wide range of textual sources in each target language, including authentic and literary texts; and to enhance their linguistics knowledge and fluency, an learn more about parts of the world where each language is spoken, through reading for enjoyment from an extensive MFL reading list.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of the countries and cultures where the language is used.

The following principles underpin the MFL curriculum:

- essential **substantive knowledge** (vocabulary and phonemic awareness) carefully sequenced across units of study and year-on-year to support fluency in the spoken and written word.



- **disciplinary knowledge** that includes knowledge of different word forms, use of grammar and application of phonetic knowledge.
- **procedural knowledge** is captured primarily through speaking, reading and writing, and to a lesser extent, via listening.
- explicit **disciplinary knowledge components** that lead to a series of composite tasks at the end of lessons, topics and units of study. These help to secure fluency in the spoken and written word over time (*fluency composites*).

Support Video: [Arabic primary curriculum walkthrough - YouTube](#)

## Modern foreign languages curriculum implementation

- **Plan:** Each lesson is planned around learning outcomes linked to substantive and disciplinary knowledge components. Listening, speaking, reading and writing activities are planned to help pupils know and remember more with increasing complexity.
- **Teach:** The Star Trust MFL Charter supports teaching and learning of the MFL curriculum [*See Appendix: MFL Charter*]
- **Assess:** Pupils' understanding is monitored regularly through spontaneous listening, speaking, reading and writing activities in each lesson, in addition to planned composite tasks that assess pupil longer term retention of knowledge components taught over each topic and across series of topics.
- **Intervene and re-teach:** Where gaps in knowledge are identified through lesson monitoring or end of unit assessment of composite knowledge, these are re-taught to ensure pupils are ready to progress to the next stage of their future learning without these knowledge gaps widening.

## Adapting the curriculum for pupils with SEND in modern foreign languages

- Teachers promote a love of language learning and a 'can do' attitude. This is particularly important for pupils with SEND.
- Teachers' use of the target language is carefully planned. They tailor it to pupils' language ability levels and build systematically on pupils' prior knowledge. Enunciation may need to be exaggerated and the speed of language and content slowed down.
- Teachers create opportunities for pupils with SEND to practise using the target language in a supported way by building confidence through cognates and prompts.
- When using authentic texts, teachers do not expose pupils with SEND to large amounts of unfamiliar language. Teachers use different techniques to help breakdown the language (find the verb, noun, colour etc).
- Memory games are used effectively to help pupils with SEND consolidate new language without cognitive overload.
- Grammar is taught lexically and then reversed engineered to help pupils work out the rule.



## Our MFL charter

- Bring the **country and culture** into the classroom to promote a love of language and culture.
- **Use the Target Language in lessons.** Ensure English is the exception for teachers and pupils. Make the target language accessible (mime, drama, cognates etc) to build confidence. Ensure it is pronounced well with the correct intonation by emphasising the sounds of words (phonics). Highlight letters that are pronounced differently from the spelling. Enunciate the starts and ends of words for beginners.
- Ensure **spontaneous conversational Target Language** takes place in each lesson building on prior learning.
- Introduce **new language in chunks** (rather than as a lexical item) to minimise **cognitive load**. Use **sentence builders** to help pupils understand linguistic patterns. Recite new language using **memorisation techniques** in **listening, speaking, reading, and writing** to aid pupils' long-term retention.
- Use mind maps to **breakdown language** and **build it up** to develop fluency in the spoken and written word with **increasing complexity**.
- Share **authentic literary texts** to develop pupils' reading skills. Share strategies to deduct meaning (highlight the verbs in the past tense; the nouns; the cognates, words that link to family etc).
- Model how to **transfer language from texts** (idioms etc) when speaking and writing independently.
- Teach **grammar through a thinking skills** approach. *eg What is the difference between phrase x and phrase y? Is a pattern emerging?* Reverse teach grammar where possible in the **Target Language** so that pupils learn the grammatical terms.
- **Recycle** prior language and build on it with increasing complexity.
- Share sentence builders within each new topic and provide **top tips on how to learn new language**.
- Display **phrases in the Target Language** so that pupils are exposed to the language as much as possible.
- Provide every pupil with a **Star Writing Passport** (separate book for **extended writing** to help pupils recycle prior writing and build on it with increasing complexity through a series of **composite tasks**).
- Ensure pupils record the Target Language **and** English (or vice versa) when completing **translations** in the back of their MFL Writing Passport.
- Check **new language** is being retained in the **working memory** and **recycled** in subsequent lessons to develop automaticity.

## Websites

- Qatari Foundation International Resource Portal: [www.resources.qfi.org](http://www.resources.qfi.org)
- Arabic resources for purchase: <https://tajoora.co.uk/>
- Oxford Dictionary subscription (for teachers) <https://premium.oxforddictionaries.com/account/login>
- Recommended physical dictionary: <https://www.amazon.co.uk/Al-Mawrid-Junior-Illustrated-Dictionary-English-English-Arabic/dp/9953635331/>
- [Arabic Phonetic \(SIL\) Keyboard Help \(keyman.com\)](http://www.ArabicPhonetic(SIL)KeyboardHelp(keyman.com))
- [www.Sentencebuilders.com](http://www.Sentencebuilders.com)



## Key Stage 1 - at a glance!

Year 1 focuses on mastering the Arabic script. By the end of this year, pupils should be able to read the Arabic word and form the letters. This will prepare them for the years to come.

الحروف المستقلة Independent letters	الحروف الممجة Joined letters	الحركات والتنوين Vowels and nunation	حروف الّلين والسكون والتشديد Leen, saakin and tashdeed
<ul style="list-style-type: none"> <li>• The boat letters</li> <li>• The jug letters</li> <li>• The one-arm letters</li> <li>• The tail letters</li> <li>• The unique letters</li> <li>• The hook letters</li> </ul>	<ul style="list-style-type: none"> <li>• The boat letters joined</li> <li>• The jug letters joined</li> <li>• The one-arm letters joined</li> <li>• The tail letters joined</li> <li>• The unique letters joined</li> <li>• The hook letters joined</li> </ul>	<ul style="list-style-type: none"> <li>• Fatha</li> <li>• Dhamma</li> <li>• Kasra</li> <li>• Throat and back-mouth letters with vowels</li> <li>• Middle mouth letters with vowels</li> <li>• Teeth letters with vowels</li> <li>• Lip letters with vowels</li> <li>• Fathatayn</li> <li>• Dhammatayn</li> <li>• Kasratayan</li> <li>• Alif maddah</li> <li>• Wow maddah</li> <li>• Yaa maddah</li> </ul>	<ul style="list-style-type: none"> <li>• Words with Leen letters</li> <li>• Words with Saakin letters</li> <li>• Words with tashdeed</li> <li>• Tashdeed+harakah</li> <li>• Tashdeed+saakin letter</li> <li>• Tashdeed+another tashdeed</li> <li>• Tashdeed+madd</li> </ul>





Year 2 focuses on pupils talking about themselves, their birthdays, their feelings and any pets they have.

<p>اسمي وعمري I can say my name and age</p>	<p>التحيات وحالي I can greet others and express how I am</p>	<p>عيد ميلادي I can say when my birthday is</p>	<p>حيوانات أليفة I can say what pets I have</p>
<ul style="list-style-type: none"> <li>• Greetings - <a href="#">Greetings</a></li> <li>• What is your name? - <a href="#">About me</a></li> <li>• How old are you? - <a href="#">How old are you?</a></li> <li>• My name is...</li> <li>• I am...years old</li> <li>• Numbers 1-16 - <a href="#">Numbers 1-10</a></li> <li>• - <a href="#">Numbers 11-20</a></li> </ul>	<ul style="list-style-type: none"> <li>• More greetings - <a href="#">Greetings</a></li> <li>• How are you? - <a href="#">Greetings</a></li> <li>• I am feeling....</li> <li>• ..because I am...</li> <li>• Positive emotions</li> <li>• Negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>• When is your birthday?</li> <li>• My birthday is on...</li> <li>• In the month of...</li> <li>• Ordinal numbers 1-31</li> <li>• 12 Gregorian months - <a href="#">Months: Jan-June</a></li> <li>- <a href="#">Months: July-Dec</a></li> <li>• 12 Islamic months</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have a pet?</li> <li>• I have a pet</li> <li>• I don't have a pet</li> <li>• I have a pet called...</li> <li>• I have a (cat, dog, etc)</li> <li>• It is (grey, orange, black etc)</li> <li>• Animals - <a href="#">Pets</a></li> <li>- <a href="#">More about pets</a></li> <li>• Colours - <a href="#">Colours</a></li> </ul>



## Lower Key Stage 2 - at a glance!

Year 3 builds on the previous year, focusing on school, their home country, their town or city, and the weather.			
مقلمتي و حقيبتي المدرسية I can describe what is in my schoolbag and pencil case	انا من...ولغاتي I can talk about where I am from and what languages I speak	الطقس I can talk about the weather	مدينتي I can talk about my town or city and say what it is like
<ul style="list-style-type: none"> <li>• What is in your bag or pencil case?</li> <li>• In my pencil case, there is...</li> <li>• In my bag, there is...</li> <li>• Names of school stationery - <a href="#">School equipment</a></li> <li>• Masculine and feminine colours</li> </ul>	<ul style="list-style-type: none"> <li>• Where are you from?</li> <li>• What languages do you speak? - <a href="#">Languages</a></li> <li>• I am from...</li> <li>• I speak...</li> <li>• Names of Western countries</li> <li>• Names of Arab countries</li> <li>• Names of languages spoken - <a href="#">Where I live</a> - <a href="#">More countries</a></li> <li>• Adverbs "very well" and "a little"</li> </ul>	<ul style="list-style-type: none"> <li>• What is the weather like? - <a href="#">What is the weather?</a></li> <li>• What is the weather like in...</li> <li>• It is...</li> <li>• In...</li> <li>• The 4 seasons - <a href="#">Seasons 1</a> - <a href="#">Seasons 2</a></li> <li>• Time words this week, today, usually - <a href="#">Expressions of time</a></li> <li>• Adjectives describing the weather</li> <li>• Names of cities</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you live? - <a href="#">Where I live 2</a></li> <li>• Do you like your city or town?</li> <li>• I live in....</li> <li>• I like / dislike..</li> <li>• Because it is</li> <li>• Names of more cities</li> <li>• Words for opinions – I like/love/dislike/hate</li> <li>• Adjectives describing cities</li> <li>• Use of negating verb ليس لأنها - <a href="#">Negative form</a></li> <li>• Use of because لأنها</li> </ul>



Year 4 focuses on their house and family. They can talk about their city or town, and describe their house. They also talk about the people in their family and what jobs they do.

<p>ماذا يوجد في مدينتي I can talk about what is in my town, city or neighbourhood</p>	<p>أسرتي I can talk about my family</p>	<p>وظائف أسرتي I can talk about what jobs my family do</p>	<p>بيتي I can describe my house</p>
<ul style="list-style-type: none"> <li>• What is in your neighbourhood / town / city - <a href="#">In the city</a></li> <li>• In my are, there is a...</li> <li>• However, there aren't any...</li> <li>• Landmarks in towns and cities</li> <li>• There is word هناك</li> <li>• Words of contrast لكنّ</li> <li>• Singular and plural forms of nouns - <a href="#">singular nouns</a></li> <li>• - <a href="#">plural nouns</a></li> </ul>	<ul style="list-style-type: none"> <li>• How many people are there in your family?</li> <li>• In my family, there are... - <a href="#">Family members</a></li> <li>• I have a good relationship with...</li> <li>• I have a poor relationship with...</li> <li>• He/she is called</li> <li>• His/her age is...</li> <li>• Numbers 1-99 - <a href="#">Numbers</a></li> <li>• 3<sup>rd</sup> person pronouns ها and هـ</li> </ul>	<ul style="list-style-type: none"> <li>• My father/mother etc is a...</li> <li>• He/she likes their job because...</li> <li>• He/she works in...</li> <li>• Jobs - <a href="#">Jobs</a></li> <li>• Locations / workplaces - <a href="#">Where people work</a></li> <li>• Feelings about jobs</li> <li>• Masculine/feminine agreement of adjectives and nouns</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I live in a house / flat</li> <li>• It is...</li> <li>• It is located in...</li> <li>• In my house, there are ...rooms - <a href="#">My house</a></li> <li>• My favourite room is...</li> <li>• I like to ... in the ...</li> <li>• Adjectives describing houses</li> <li>• Numbers 1-5 with object being numbered</li> <li>• Preposition في</li> <li>• Nouns in accusive case (مفعول)</li> </ul>



## Lower Key Stage 2 - at a glance!

Year 5 focuses on more detailed descriptions of individuals, and comparing them. It also covers clothing that is worn at home, school and when doing sport.			
أصف نفسي وأسرّي I can describe myself and other people	شعري و عيوني و جسمي I can talk about hair, eyes and physical description	مقارنة الناس I can compare people	ماذا تلبس؟ I can talk about clothes that people wear
<ul style="list-style-type: none"> <li>• I am...</li> <li>• I am not...</li> <li>• I like my...because he is...</li> <li>• However, he is...</li> <li>• I don't like my....</li> <li>• Because he is...</li> <li>- <a href="#">Describing others</a></li> <li>• Positive Adjectives to describe people</li> <li>• Negative adjectives to describe people</li> <li>- <a href="#">Different people</a></li> <li>- <a href="#">More descriptive words</a></li> <li>• Masculine and feminine adjectives</li> <li>- <a href="#">Adjectives</a></li> <li>• + لستُ adjective in the accusative state</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Describe yourself</li> <li>- <a href="#">Describing myself</a></li> <li>- <a href="#">Describing others</a></li> <li>• Describe your hear</li> <li>• What colour are you eyes?</li> <li>• I have ... hair</li> <li>- <a href="#">Hairstyles</a></li> <li>• I have... eyes</li> <li>• I am tall/short etc</li> <li>• لي لك meaning "I have"</li> <li>• Use of dual nouns</li> <li>- <a href="#">Dual nouns</a></li> <li>• Use of masculine and feminine adjectives in nominative and accusative case</li> <li>• Words to describe hair</li> <li>• Colours to describe eyes</li> <li>• Words to describe yourself</li> </ul>	<ul style="list-style-type: none"> <li>• He is ...er than</li> <li>• She is ...er than</li> <li>• He is more...</li> <li>• She is more...</li> <li>- <a href="#">Describing others</a></li> <li>• More/less...than</li> <li>• Comparing 2 individuals using -er</li> <li>• Comparing 2 individuals using more/less than</li> <li>• Use of the 5 singular pronouns and 1 plural pronoun with a preposition</li> <li>• Correct use of diptotes</li> <li>• Correct use of elatives in nasab state</li> </ul>	<ul style="list-style-type: none"> <li>• At home/school/the sports centre</li> <li>• I wear...a blue/green etc...</li> <li>- <a href="#">Colours</a></li> <li>- <a href="#">More colours</a></li> <li>• When the weather is...</li> <li>- <a href="#">Dressing for the weather</a></li> <li>• He/she wears...</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular verb forms</li> <li>• Positive and negative verb forms</li> <li>- <a href="#">Negative form</a></li> <li>• Items of clothing</li> <li>- <a href="#">Clothes</a></li> <li>- <a href="#">More clothes</a></li> <li>• Recap of masculine and feminine colours</li> </ul>



Year 6 focuses on the pupils' daily routine and school. Pupils can talk about what they do everyday and at what time, the subjects they study and which they prefer, as well as talking about their teachers and table partner.

<p>الأعمال اليومية I can talk about my daily routine</p>	<p>المواد الدراسية I can talk about my school subjects</p>	<p>مواد المفضلة I can talk about what subjects I like and dislike, and why</p>	<p>أساتذتي وزميلي I can talk about my teachers and table partner</p>
<ul style="list-style-type: none"> <li>● Firstly, secondly, ...</li> <li>● In the morning/evening/night</li> <li>● I ....</li> <li>● At...o' clock                             <ul style="list-style-type: none"> <li>- <a href="#">Telling the time</a></li> </ul> </li> <li>● Walking/by bus/bike/car/taxi etc</li> <li>● Use of sequence words</li> <li>● Use of time words                             <ul style="list-style-type: none"> <li>- <a href="#">Expressions of time</a></li> </ul> </li> <li>● Verbs to indicate routine actions                             <ul style="list-style-type: none"> <li>- <a href="#">Morning routine</a></li> </ul> </li> <li>● Time, at hourly intervals</li> <li>● Use of preposition ب by/with</li> </ul>	<ul style="list-style-type: none"> <li>● I/you/he/she studies</li> <li>● On Mondays, Tuesdays...</li> <li>● I have / don't have</li> <li>● On weekends, I....</li> <li>● لدي meaning I have</li> <li>● Days of the week                             <ul style="list-style-type: none"> <li>- <a href="#">Days of the week</a></li> </ul> </li> <li>● School subjects                             <ul style="list-style-type: none"> <li>- <a href="#">My school day</a></li> <li>- <a href="#">More school subjects</a></li> </ul> </li> <li>● Use of ليس with لدي</li> </ul>	<ul style="list-style-type: none"> <li>● I/we/you/he she likes / doesn't like</li> <li>● Because it...                             <ul style="list-style-type: none"> <li>- <a href="#">Opinions on school</a></li> </ul> </li> <li>● ليس with accusative adjectives</li> <li>● Practice of school subjects                             <ul style="list-style-type: none"> <li>- <a href="#">My school day</a></li> <li>- <a href="#">More school subjects</a></li> </ul> </li> <li>● Masculine school subjects</li> <li>● Feminine school subjects</li> <li>● Because / however</li> <li>● Adjectives describing subjects in accusative form</li> </ul>	<ul style="list-style-type: none"> <li>● I like my teacher</li> <li>● I don't like my partner</li> <li>● He/she helps/doesn't help me etc</li> <li>● Practice of school subjects                             <ul style="list-style-type: none"> <li>- <a href="#">My school day</a></li> <li>- <a href="#">More school subjects</a></li> </ul> </li> <li>● Verbs in masculine form</li> <li>● Verbs in feminine form</li> </ul>



## Curriculum plans: Year 1

Year 1		الحروف المستقلة Independent letters	الحروف المجمة Joined letters	الحركات والتنوين Vowels and nunation	حروف اللين والسكون والتشديد Leen, saakin and tashdeed
Substantive knowledge	Vocabulary	N / A	N / A	N / A	N / A
Disciplinary knowledge	Phonics	<ul style="list-style-type: none"> <li>• The boat letters</li> <li>• The jug letters</li> <li>• The one-arm letters</li> <li>• The tail letters</li> <li>• The unique letters</li> <li>• The hook letters</li> </ul>	<ul style="list-style-type: none"> <li>• The boat letters joined</li> <li>• The jug letters joined</li> <li>• The one-arm letters joined</li> <li>• The tail letters joined</li> <li>• The unique letters joined</li> <li>• The hook letters joined</li> </ul>	<ul style="list-style-type: none"> <li>• Fatha</li> <li>• Dhamma</li> <li>• Kasra</li> <li>• Throat and back-mouth letters with vowels</li> <li>• Middle mouth letters with vowels</li> <li>• Teeth letters with vowels</li> <li>• Lip letters with vowels</li> <li>• Fathatayn</li> <li>• Dhammatayn</li> <li>• Kasratayan</li> <li>• Alif maddah</li> <li>• Wow maddah</li> <li>• Yaa maddah</li> </ul>	<ul style="list-style-type: none"> <li>• Words with Leen letters</li> <li>• Words with Saakin letters</li> <li>• Words with tashdeed</li> <li>• Tashdeed+harakah</li> <li>• Tashdeed+saakin letter</li> <li>• Tashdeed+another tashdeed</li> <li>• Tashdeed+madd</li> </ul>
	(Grammar)	N / A	N / A	N / A	N / A
Core questions	to support spontaneous speaking & writing	N / A	N / A	N / A	N / A



Year 1		الحروف المستقلة Independent letters	الحروف المجمعَة Joined letters	الحركات والتنوين Vowels and nunation	حروف اللين والسكون والتشديد Leen, saakin and tashdeed
Procedural knowledge:	Listening	<ul style="list-style-type: none"> <li>Listen to the sound of the letters – identify which one it is</li> <li>Listen and repeat</li> </ul>	<ul style="list-style-type: none"> <li>Listen to joined letters and identify them in a word</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the sound of a letter with a short vowel or tanween on and identify what it is</li> </ul>	<ul style="list-style-type: none"> <li>Listen to leen letters and identify them</li> <li>Listen to saakin letters and identify them</li> <li>Listen to tashdeed letters and identify them</li> <li></li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Read a letter and say it out.</li> </ul>	<ul style="list-style-type: none"> <li>Say joined letters out correctly</li> </ul>	<ul style="list-style-type: none"> <li>Say Cv (consonant-short vowel) combinations</li> <li>Say letters with nunation</li> <li>Say letters with long vowels</li> </ul>	<ul style="list-style-type: none"> <li>Say words with leen letters in them</li> <li>Say words with sukoon</li> <li>Say words with shaddah</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Read Arabic letters separately</li> <li>Read letters with differing numbers of dots, and be able to identify non-letters</li> </ul>	<ul style="list-style-type: none"> <li>Read Arabic letters when they are in start middle or end position in a word</li> </ul>	<ul style="list-style-type: none"> <li>Read short vowels on letters</li> <li>read words with short vowels in them</li> <li>read letters &amp; words with nunation</li> <li>read long vowels</li> </ul>	<ul style="list-style-type: none"> <li>read leen letters and words correctly</li> <li>Read letters and words with sukoon</li> <li>Read letters with Shaddah</li> <li>Read words with shaddah</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Write individual letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Understand that one-armed letters do not join to the letters after them and apply this knowledge</li> <li>Write joined letters correctly</li> <li>Take individual letters and join them to make words</li> </ul>	<ul style="list-style-type: none"> <li>Write letters and words with short vowels</li> <li>Write letters and words with nunation</li> <li>Write letters and words with long vowels</li> </ul>	<ul style="list-style-type: none"> <li>Write words with leen letters in them</li> <li>Write words with sukoon letters</li> <li>Write words with shaddah</li> </ul>
	Fluency composites (Exemplification)	<ul style="list-style-type: none"> <li>Identify the individual letters in words</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify joined letters in words</li> </ul>	<ul style="list-style-type: none"> <li>Read random words with short vowels, long vowels and nunation</li> </ul>	<ul style="list-style-type: none"> <li>Read fully vowelled passages of Arabic text correctly.</li> </ul>



## Curriculum plans: Year 2

Year 2		اسمي وعمري I can say my name and age	التحيات وحالتي I can greet others and express how I am	عيد ميلادي I can say when my birthday is	حيوانات أليفة I can say what pets I have
Substantive knowledge	Vocabulary	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>Greetings- <a href="#">Greetings</a></li> <li>What is your name? - <a href="#">About me</a></li> <li>How old are you? - <a href="#">How old are you?</a></li> <li>My name is...</li> <li>I am...years old</li> <li>Numbers 1-16 - <a href="#">Numbers 1-10</a></li> <li>- <a href="#">Numbers 11-20</a></li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>More greetings - <a href="#">Greetings</a></li> <li>How are you? - <a href="#">Greetings</a></li> <li>I am feeling....</li> <li>..because I am...</li> <li>Positive emotions</li> <li>Negative emotions</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>When is your birthday?</li> <li>My birthday is on...</li> <li>In the month of...</li> <li>Ordinal numbers 1-31</li> <li>12 Gregorian months - <a href="#">Months: Jan-June</a></li> <li>- <a href="#">Months: July-Dec</a></li> <li>12 Islamic months</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>Do you have a pet?</li> <li>I have a pet</li> <li>I don't have a pet</li> <li>I have a pet called...</li> <li>I have a (cat, dog, etc)</li> <li>It is (grey, orange, black etc)</li> <li>Animals - <a href="#">Pets</a></li> <li>- <a href="#">More about pets</a></li> <li>Colours - <a href="#">Colours</a></li> </ul>
Disciplinary knowledge	Phonics	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>





Year 2	اسمي وعمري I can say my name and age	التحيات وحالتي I can greet others and express how I am	عيد ميلادي I can say when my birthday is	حيوانات أليفة I can say what pets I have
<b>(Grammar)</b>	<ul style="list-style-type: none"> <li>In Arabic there are 2 words that mean “your”</li> <li>ك = for boys</li> <li>كِ = for girls</li> <li>ما امسك = you are talking to a boy and asking him his name</li> <li>ما امسكي = you are talking to a girl and asking her her name</li> <li>كم عمرك = you are talking to a boy and asking him his age</li> <li>كم عمركي = you are talking to a girl and asking her her age</li> </ul>	<ul style="list-style-type: none"> <li>In Arabic there are 2 words that mean “your”</li> <li>ك = for boys</li> <li>كِ = for girls</li> <li>كيف حالك = you are talking to a boy and asking him how he is</li> <li>كيف حالكِ = you are talking to a girl and asking her how she is</li> <li>You can describe how you are using adjectives – eg relaxed, tired, ill etc</li> <li>In general, the words used by boys and girls is the same BUT</li> <li>The words used by girls has a round ت, known as a taa marbuta at the end – لة / ة</li> <li>See the table on the right</li> </ul>	<ul style="list-style-type: none"> <li>In Arabic, there is a phrase called idaafah</li> <li>This is usually made up of two words</li> <li>The last letter of the 1<sup>st</sup> word has a dhamma (ُ)</li> <li>The last letter of the 2<sup>nd</sup> word has a kasra (ِ)</li> <li>عيد ميلادي Eg</li> <li>This phrase, often has a pronoun at the end – the pronoun does not have a kasra – it is the letter before that has it</li> <li>عيد ميلادك Eg</li> <li>عيد ميلادكِ Eg</li> <li>عيد ميلادي Eg</li> <li>The ordinal numbers 1-10 (showing order) take a kasra at the end after the word في اليوم الثالث – eg</li> <li>The ordinal numbers 11-19 have a fatha at the end of both words all the time eg في اليوم الثالث عشر</li> <li>The ordinal numbers 20 onwards are made up of 1-9 + a ten</li> <li>في اليوم التاسع والعشرين Eg</li> </ul>	<ul style="list-style-type: none"> <li>To make a sentence negative, you can add ما to the beginning of it</li> <li>عندي حيوان أليف</li> <li>ما عندي حيوان أليف</li> <li>عندي means have eg عند</li> <li>قطعة = I have a cat</li> <li>Nouns in Arabic can be masculine (male) or feminine (female)</li> <li>Feminine nouns often end in ة eg دجاجة</li> <li>Adjectives can also be masculine (male) or feminine (female)</li> <li>Feminine adjectives end in ة eg صغيرة</li> <li>Feminine colours often rhyme with eg فُغلاء eg سوداء</li> <li>Verbs can also be masculine (male) or feminine (female)</li> <li>Feminine verbs begin with ي instead of ت</li> <li>They must all match to be correct</li> <li>عندي حصان أسود يسمي كوكو = masculine</li> <li>عندي دجاجة سوداء تسمى كوكو = feminine</li> </ul>



Year 2		اسمي وعمري I can say my name and age	التحيات وحالتي I can greet others and express how I am	عيد ميلادي I can say when my birthday is	حيوانات أليفة I can say what pets I have
Core questions	to support spontaneous speaking & writing	<ul style="list-style-type: none"> <li>• What is your name?</li> <li>• How old are you?</li> </ul>	<ul style="list-style-type: none"> <li>• How are you?</li> </ul>	<ul style="list-style-type: none"> <li>• When is your birthday?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have a pet?</li> </ul>
Procedural knowledge:	Listening	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>



Year 2		اسمي وعمري I can say my name and age	التحيات وحالتي I can greet others and express how I am	عيد ميلادي I can say when my birthday is	حيوانات أليفة I can say what pets I have
	Speaking	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>



Year 2		اسمي وعمري I can say my name and age	التحيات وحالتي I can greet others and express how I am	عيد ميلادي I can say when my birthday is	حيوانات أليفة I can say what pets I have
Reading		<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>



Year 2		اسمي وعمري I can say my name and age	التحيات وحالي I can greet others and express how I am	عيد ميلادي I can say when my birthday is	حيوانات أليفة I can say what pets I have
Fluency composites (Exemplification)	<ul style="list-style-type: none"> <li>Write and say a short passage describing your name and age.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing how you are feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing when your birthday is according to the Gregorian and Islamic calendar</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing any pets you have.</li> </ul>	



## Curriculum plans: Year 3

Year 3		مقلمتي وحقيبتي المدرسية I can describe what is in my schoolbag and pencil case	أنا من...ولغاتي I can talk about where I am from and what languages I speak	الطقس I can talk about the weather	مدينتي I can talk about my town or city and say what it is like
Substantive knowledge	Vocabulary	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>What is in your bag or pencil case? In my pencil case, there is...</li> <li>In my bag, there is...</li> <li>Names of school stationery - <a href="#">School equipment</a></li> <li>Masculine and feminine colours</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>Where are you from?</li> <li>What languages do you speak? - <a href="#">Languages</a></li> <li>I am from...</li> <li>I speak...</li> <li>Names of Western countries</li> <li>Names of Arab countries</li> <li>Names of languages spoken - <a href="#">Where I live</a> - <a href="#">More countries</a></li> <li>Adverbs "very well" and "a little"</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>What is the weather like? - <a href="#">What is the weather?</a></li> <li>What is the weather like in...</li> <li>It is...</li> <li>In...</li> <li>The 4 seasons - <a href="#">Seasons 1</a> - <a href="#">Seasons 2</a></li> <li>Time words this week, today, usually - <a href="#">Expressions of time</a></li> <li>Adjectives describing the weather</li> <li>Names of cities</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>Where do you live? - <a href="#">Where I live 2</a></li> <li>Do you like your city or town?</li> <li>I live in....</li> <li>I like / dislike..</li> <li>Because it is</li> <li>Names of more cities</li> <li>Words for opinions – I like/love/dislike/hate</li> <li>Adjectives describing cities</li> <li>Use of negating verb ليس - <a href="#">Negative form</a></li> <li>Use of because لأنها</li> </ul>
Disciplinary knowledge	Phonics				



	(Grammar)	<ul style="list-style-type: none"> <li>To make a verb negative, you can add لا to the beginning of it</li> <li>يوجد</li> <li>لا يوجد</li> <li>Nouns in Arabic can be masculine (male) or feminine (female)</li> <li>Feminine nouns often end in ة eg مسطرة</li> <li>Adjectives can also be masculine (male) or feminine (female)</li> <li>Feminine adjectives end in ة eg صغيرة</li> <li>Feminine colours often rhyme with فعلاء eg سوداء</li> <li>Verbs can also be masculine (male) or feminine (female)</li> <li>Feminine verbs begin with ت instead of ي</li> <li>They must all match to be correct</li> <li>يوجد قلم أسود = masculine</li> <li>توجد مسطرة سوداء = feminine</li> </ul>	<ul style="list-style-type: none"> <li>The word you in Arabic is different depending on if you are talking to a male or female</li> <li>أنت = you (a boy)</li> <li>أنتِ = you (a girl)</li> <li>To make the verb "you speak"</li> <li>Say تتكلم (you, a man, speak)</li> <li>To make it feminine, add ين to the end - Say تتكلمين (you, a woman, speak)</li> <li>To say "I speak" change the starting أ to ت</li> <li>أتكلم = I speak</li> <li>Languages are feminine, and end in ية</li> <li>الألمانية</li> <li>Any word that appears as the object in a sentence (the thing that is done or affected), often takes a fatha</li> <li>أتكلم العربية</li> <li>Any country name that appears after a preposition, like من, usually</li> <li>Stays the same if it ends in an alif - من أمريكا eg</li> <li>Ends in a kasra if it started with ال - eg من الأرجنتين</li> </ul>	<ul style="list-style-type: none"> <li>The word كيف is a question word and means how / what</li> <li>في is a preposition which means "in". The word after it normally has a kasra at the end of it.</li> <li>Words like هذا can come in between the word في and another noun, but في still affects the word after it.</li> <li>Eg في هذا الأسبوع</li> <li>When 2 words appear next to each other, the first has no ال on it, the 2<sup>nd</sup> does have it, then this is usually idafa. The second word always has a Kasra at the end of it</li> <li>في فصل الخريف Eg</li> <li>Any city name that appears after a preposition, like من, usually</li> <li>Stays the same if it ends in an alif</li> <li>Ends in a kasra if it started with ال - eg في القدس</li> <li>Ends in a fatha if it DOESNT end in an alif and DOESNT have ال at the start eg في مكة</li> <li>The words عادة and اليوم are adverbs. They both end in fathas.</li> </ul>	<ul style="list-style-type: none"> <li>The word أين is a question word and means where</li> <li>أين تسكن = where do you live</li> <li>The word هل is a question word and means do? It turns any statement into question when added to the start</li> <li>تحب مدينتك = You like your city</li> <li>هل تحب مدينتك = Do you like your city</li> <li>You can change the pronoun of a verb from you (a man) to you (a woman) or I by changing the first letter or adding letters to the end</li> <li>تسكن في مكة = You (a man) live in Mecca</li> <li>تسكنين في مكة = you (woman) live in Mecca</li> <li>أسكن في مكة = I live in Mecca</li> <li>ليست is the feminine version of ليس. It is used to make sentences negative. The 2<sup>nd</sup> word after ليس takes 2 fathas.</li> <li>هي حيّة = it is lively</li> <li>ليست هي حيّة = it is not lively</li> <li>ليست حيّة = it is not lively</li> </ul>
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Year 3		مقلمتي وحقيبتي المدرسيّة I can describe what is in my schoolbag and pencil case	انا من...ولغاتي I can talk about where I am from and what languages I speak	الطقس I can talk about the weather	مدينتي I can talk about my town or city and say what it is like
			<ul style="list-style-type: none"> <li>Ends in a fatha if it DOESNT end in an alif and DOESNT have ال at the start eg من مصرَ</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>The word جداً is an adverb meaning “a lot”. it ends in 2 fathas.</li> </ul>
Core questions	to support spontaneous speaking & writing	<ul style="list-style-type: none"> <li>What is in your bag or pencil case?</li> </ul>	<ul style="list-style-type: none"> <li>Where are you from?</li> <li>What languages do you speak?</li> </ul>	<ul style="list-style-type: none"> <li>What is the weather like?</li> <li>What is the weather like in...</li> </ul>	<ul style="list-style-type: none"> <li>Where do you live?</li> <li>Do you like your city or town?</li> </ul>
Procedural knowledge:	Listening	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>





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	Speaking	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>



Year 3		مقلمتي وحقيبتي المدرسية I can describe what is in my schoolbag and pencil case	انا من...ولغاتي I can talk about where I am from and what languages I speak	الطقس I can talk about the weather	مدينتي I can talk about my town or city and say what it is like
Reading		<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>



Year 3		مقلمتي وحقيبتي المدرسيّة I can describe what is in my schoolbag and pencil case	انا من...ولغاتي I can talk about where I am from and what languages I speak	الطقس I can talk about the weather	مدينتي I can talk about my town or city and say what it is like
	Fluency composites (Exemplification)	<ul style="list-style-type: none"> <li>Write and say a short passage describing what is in your schoolbag and pencil case</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing where you are from and what languages you speak</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing the weather throughout the seasons in your area.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing your town or city and say what it is like.</li> </ul>



## Curriculum plans: Year 4

Year 4		ماذا يوجد في مدينتي I can talk about what is in my town, city or neighbourhood	أسرتي I can talk about my family	وظائف أسرتي I can talk about what jobs my family do	بيتي I can describe my house
Substantive knowledge	Vocabulary	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>What is in your neighbourhood / town / city - <u>In the city</u></li> <li>In my are, there is a...</li> <li>However, there aren't any...</li> <li>Landmarks in towns and cities</li> <li>There is word هناك</li> <li>Words of contrast لكن</li> <li>Singular and plural forms of nouns - <u>singular nouns</u> - <u>plural nouns</u></li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>How many people are there in your family?</li> <li>In my family, there are... - <u>Family members</u></li> <li>I have a good relationship with...</li> <li>I have a poor relationship with...</li> <li>He/she is called</li> <li>His/her age is...</li> <li>Numbers 1-99 - <u>Numbers</u></li> <li>3<sup>rd</sup> person pronouns ة and ها</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>My father/mother etc is a...</li> <li>He/she likes their job because...</li> <li>He/she works in...</li> <li>Jobs - <u>Jobs</u></li> <li>Locations / workplaces - <u>Where people work</u></li> <li>Feelings about jobs</li> <li>Masculine/feminine agreement of adjectives and nouns</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>I live in a house / flat</li> <li>It is...</li> <li>It is located in...</li> <li>In my house, there are ...rooms - <u>My house</u></li> <li>My favourite room is...</li> <li>I like to ... in the ...</li> <li>Adjectives describing houses</li> <li>Numbers 1-5 with object being numbered</li> <li>Preposition في</li> <li>Nouns in accusive case (مفعول)</li> </ul>
Disciplinary knowledge	Phonics				



	(Grammar)	<ul style="list-style-type: none"> <li>• The word ماذا is a question word and means what / what thing</li> <li>• =ماذا يوجد في بلدتك؟ What is in your town?</li> <li>• The word يوجد means “to be found” ماذا يوجد means what is found. It is often translated as “What is / what is there”</li> <li>• =ماذا يوجد في بلدتك؟ What is (found) in your town?</li> <li>• ليس makes a word negative</li> <li>• هناك = there is</li> <li>• ليس هناك = there isn't</li> <li>• Arabic nouns can be singular or plural</li> <li>• مسجد = 1 mosque</li> <li>• مساجد = mosques</li> <li>• Places or locations in the singular are often on the pattern of متحفٌ، مخبزٌ، مطعمٌ، مفاعلٌ eg</li> <li>• Places or locations in the plural are often on the pattern of متاحفٌ، مطاعمٌ، مخابزٌ eg</li> <li>• Places or locations on the pattern of مفاعلٌ end in a single dhammah - متاحفٌ</li> </ul>	<ul style="list-style-type: none"> <li>• The word هناك means “there is”, rather like يوجد</li> <li>• =في أسرتي هناك ثلاثة أشخاص What is in your town?</li> <li>• Two of any object is referred to by adding ان to the end</li> <li>• شخص = 1 person</li> <li>• شخصان = 2 people</li> <li>• 3-10 is made by having the thing being counted as plural, and the object being opposite in gender</li> <li>• ثلاثة أشخاص (the singular, ثلاثة is masculine, so ثلاثة is feminine)</li> <li>• ثلاث سنوات (the singular, سنة is feminine, so ثلاث is masculine)</li> <li>• The numbers 20, 30, 40, 50, 60, 70, 80 and 90 end in ون and do not change for gender</li> <li>• عشرون سنةً</li> <li>• عشرون شخصاً</li> <li>• The numbers 11 and 12 match in gender</li> <li>• إحدى عشرة سنةً</li> <li>• اثنتا عشرة سنةً</li> <li>• The numbers 13-19 are opposite in gender, but 10 is same in gender</li> <li>• ثلاث عشرة سنةً</li> </ul>	<ul style="list-style-type: none"> <li>• The word يعمل is a verb and means “he works”</li> <li>• If the subject is masculine, this verb will be يعمل.</li> <li>• If the subject is feminine, this verb will be تعمل</li> <li>• أبي يعمل في المطعم</li> <li>• أمي تعمل في المطعم</li> <li>• Jobs must match the subject. To make a job feminine, you usually add ة to the end</li> <li>• أبي محاسب</li> <li>• أمي محاسبة</li> <li>• The word لأن means because, and usually has a pronoun after it</li> <li>• لأنه = because he / because it</li> <li>• لأنها = because she / because it</li> </ul>	<ul style="list-style-type: none"> <li>• The word أعيش is a verb and means “I live”</li> <li>• A verb can be made negative by adding لا before it</li> <li>• أحب = I like</li> <li>• لا أحب = I don't like</li> <li>• When a dual word is made mudhaaf with a word after it, it loses its ن</li> <li>• غرفتان = 2 rooms</li> <li>• غرفتا النوم = 2 bedrooms</li> <li>• When a word has a pronoun and also an adjective, the order is noun + pronoun + adjective last</li> <li>• My favourite place = my place favourite in Arabic</li> <li>• غرفتي المفضلة</li> <li>• After a verb and subject, the object usually ends in a fatha</li> <li>• أحبّ الاسترخاء</li> <li>• أحبّ العمل</li> </ul>
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Year 4		ماذا يوجد في مدينتي I can talk about what is in my town, city or neighbourhood	أسرتي I can talk about my family	وظائف أسرتي I can talk about what jobs my family do	بيتي I can describe my house
			<ul style="list-style-type: none"> <li>The numbers 21 and 22, 31 and 32, 41 and 42 etc match in gender</li> <li>واحدة وعشرون سنة</li> <li>إثنان وعشرون سنة</li> <li>The numbers 23-29, 33-39, 43-49 etc are opposite in gender</li> <li>ثلاثٌ وَعشرون سنة</li> <li>You can add the pronouns هـا ي for his, her, my</li> <li>اسمه محمّد</li> <li>اسمها عائشة</li> <li>اسمي محمّد</li> </ul>		
Core questions	to support spontaneous speaking & writing	<ul style="list-style-type: none"> <li>What is in your neighbourhood / town / city</li> </ul>	<ul style="list-style-type: none"> <li>How many people are there in your family?</li> </ul>	<ul style="list-style-type: none"> <li>What does your father / mother do?</li> </ul>	<ul style="list-style-type: none"> <li>Where do you live?</li> </ul>



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	Speaking	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>



Year 4		ماذا يوجد في مدينتي I can talk about what is in my town, city or neighbourhood	أسرتي I can talk about my family	وظائف أسرتي I can talk about what jobs my family do	بيتي I can describe my house
Reading		<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>





Year 4		ماذا يوجد في مدينتي I can talk about what is in my town, city or neighbourhood	أسرتي I can talk about my family	وظائف أسرتي I can talk about what jobs my family do	بيتي I can describe my house
Fluency composites (Exemplification)	<ul style="list-style-type: none"> <li>Write and say a short passage describing kind of facilities are in your town, city or neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing your family members</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing what your family members do</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing your house</li> </ul>	



## Curriculum plans: Year 5

Year 5		أصف نفسي وأسرتي I can describe myself and other people	شعري وعيوني وجسمي I can talk about hair, eyes and physical description	مقارنة الناس I can compare people	ماذا تلبس؟ I can talk about clothes that people wear
Substantive knowledge	Vocabulary	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>I am...I am not...</li> <li>I like my...because he is...</li> <li>However, he is...</li> <li>I don't like my....</li> <li>Because he is...                             <ul style="list-style-type: none"> <li>- <a href="#">Describing others</a></li> </ul> </li> <li>Positive Adjectives to describe people</li> <li>Negative adjectives to describe people                             <ul style="list-style-type: none"> <li>- <a href="#">Different people</a></li> <li>- <a href="#">More descriptive words</a></li> </ul> </li> <li>Masculine and feminine adjectives                             <ul style="list-style-type: none"> <li>- <a href="#">Adjectives</a></li> </ul> </li> <li>+ لستُ adjective in the accusative state</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>Describe yourself                             <ul style="list-style-type: none"> <li>- <a href="#">Describing myself</a></li> <li>- <a href="#">Describing others</a></li> </ul> </li> <li>Describe your hear</li> <li>What colour are you eyes?</li> <li>I have ... hair                             <ul style="list-style-type: none"> <li>- <a href="#">Hairstyles</a></li> </ul> </li> <li>I have... eyes</li> <li>I am tall/short etc</li> <li>لدي لك meaning "I have"</li> <li>Use of dual nouns                             <ul style="list-style-type: none"> <li>- <a href="#">Dual nouns</a></li> </ul> </li> <li>Use of masculine and feminine adjectives in nominative and accusative case</li> <li>Words to describe hair</li> <li>Colours to describe eyes</li> <li>Words to describe yourself</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>He is ...er than</li> <li>She is ...er than</li> <li>He is more...</li> <li>She is more...                             <ul style="list-style-type: none"> <li>- <a href="#">Describing others</a></li> </ul> </li> <li>More/less...than</li> <li>Comparing 2 individuals using -er</li> <li>Comparing 2 individuals using more/less than</li> <li>Use of the 5 singular pronouns and 1 plural pronoun with a preposition</li> <li>Correct use of diptotes</li> <li>Correct use of elatives in nasab state</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>At home/school/the sports centre</li> <li>I wear...a blue/green etc...                             <ul style="list-style-type: none"> <li>- <a href="#">Colours</a></li> <li>- <a href="#">More colours</a></li> </ul> </li> <li>When the weather is...                             <ul style="list-style-type: none"> <li>- <a href="#">Dressing for the weather</a></li> </ul> </li> <li>He/she wears...</li> <li>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular verb forms</li> <li>Positive and negative verb forms                             <ul style="list-style-type: none"> <li>- <a href="#">Negative form</a></li> </ul> </li> <li>Items of clothing                             <ul style="list-style-type: none"> <li>- <a href="#">Clothes</a></li> <li>- <a href="#">More clothes</a></li> </ul> </li> <li>Recap of masculine and feminine colours</li> </ul>
Disciplinary knowledge	Phonics				



	<p>(Grammar)</p>	<ul style="list-style-type: none"> <li>• The word <b>عامّة</b> is an adverb and means “in general”</li> <li>• The verb <b>لستُ</b> means I am not</li> <li>• It takes a normal sentence and makes the second word have a fatha at the end</li> <li>• انا نشيطٌ</li> <li>• لستُ نشيطاً</li> <li>• انا نشيطةٌ</li> <li>• لستُ نشيطةً</li> <li>• The word <b>لكنّ</b> is used to show contrast, and usually has a pronoun after it</li> <li>• The <b>ل</b> is pronounce لا</li> <li>• لكنّه = however, he / however, it</li> <li>• لكنّها = however, she / however, it</li> <li>• The verb <b>يقول</b> means he says. To make it feminine, change the <b>ي</b> to <b>ت</b>, and make the subject match in gender</li> <li>• يقول أبي أنّني نشيط</li> <li>• تقول أمي أنّني نشيط</li> </ul>	<ul style="list-style-type: none"> <li>• The word <b>صِف</b> is a command word and means “describe!”</li> <li>• صف نفسك</li> <li>• صف شعرك</li> <li>• ما is a question word and means what?</li> <li>• ما لون عينيك؟</li> <li>• لي is made up of 2 words – ل meaning ‘for’, and ي meaning ‘me’. It is translated as “I have”</li> <li>• لي شعر أسود</li> <li>• لي عيانان بئيتان</li> <li>• ليس makes a sentence negative</li> <li>• لي شعر أسود</li> <li>• ليس لي شعر أسود</li> <li>• لستُ makes the second word, which is not a subject, have a fatha at the end</li> <li>• أنا طويل</li> <li>• لستُ طويلاً</li> </ul>	<ul style="list-style-type: none"> <li>• There are 2 ways to compare 2 or more things</li> <li>• 1. make it rhyme with <b>أفعل</b></li> <li>• Eg أطول = taller</li> <li>• ألطف = kinder</li> <li>• أصغر = smaller</li> <li>• 2. add the word <b>أكثر</b> or <b>أقلّ</b> along with the root noun (Masdar) of the word</li> <li>• Eg أكثر حناناً = more affectionate</li> <li>• أقلّ وسامة = less good looking</li> <li>• Then, add the word <b>من</b> and the person or thing you are comparing to</li> <li>• هو أطول من جدّي = he is taller than my grandfather</li> <li>• هي أصغر من أخي = she is younger than my brother</li> </ul>	<ul style="list-style-type: none"> <li>• The word <b>عندما</b> is an adverb and means “when”</li> <li>• The verb <b>يكون</b> mean be / is. It takes 2 words after it, and the second one has a fatha at the end</li> <li>• التقسُ جيداً</li> <li>• يكون التقسُ جيداً</li> <li>• التقسُ حارّاً</li> <li>• يكون الطقسُ حارّاً</li> <li>• Verbs change depending on how many people there are (number), their gender, and whether they are near, far or speaking (person).</li> <li>• يلبسُ معطفاً = he wears a coat</li> <li>• تلبسُ معطفاً = she wears a coat</li> <li>• تلبسُ معطفاً = you (a man) wears a coat</li> <li>• تلبسين معطفاً = You (a woman) wears a coat</li> <li>• ألبس معطفاً = I (a man or woman) wears a coat</li> <li>• نلبس معطفاً = we wear a coat</li> <li>• The verb for the subject SHE and YOU (A MAN) is the same (تلبس).</li> <li>• The object of a verb goes into nasab state – this means it will have one or 2 fathas at the end</li> </ul>
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Core questions					<ul style="list-style-type: none"> <li>• When 2 fathas are added, then an alif is added first, and the 2 fathas are written on the alif</li> <li>• Colours that rhyme with أفعال do not have an added alif – they just have one fatha at the end.</li> <li>• معطفٌ أصفرٌ</li> <li>• ألبس معطفاً أصفرَ</li> <li>• Words that end in ة also do not have an alif on. The 2 fathas are added directly on top of the ة</li> <li>• كنزةٌ بنفسجيٌ</li> <li>• ألبس كنزةً بنفسجيتاً</li> <li>• ألبس كنزةً صفراءَ</li> </ul>
	to support spontaneous speaking & writing	<ul style="list-style-type: none"> <li>• What are you like?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe yourself.</li> <li>• Describe your hair</li> <li>• What colour are you eyes?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the people in your family</li> </ul>	<ul style="list-style-type: none"> <li>• What do you wear at home, school and the sports centre</li> </ul>



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Procedural knowledge:	Listening	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>1. Faulty echo</li> <li>2. Break the flow</li> <li>3. Delayed repetition (A to E)</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>10. Delayed translation (A to E)</li> <li>13. Running translation</li> <li>21. Listen and change</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>4. Mind reading – teacher led</li> <li>5. Mind reading – student led</li> <li>6. Sentence stealer</li> <li>13. Running translation</li> <li>14. 1,2 or 3.</li> <li>14. Rock climbing</li> <li>15. Delayed translation (E to A)</li> <li>16. Oral ping pong (E to A)</li> <li>24. Grammar practice (E to A)</li> <li>26. Pyramid translation</li> <li>27. Conversations</li> </ul>



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Reading		<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3.Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21 .Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>



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Fluency composites (Exemplification)	<ul style="list-style-type: none"> <li>Write and say a short passage describing character.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing your physical description, including your hair and eyes.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage comparing different people in your family.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing the clothes you wear at home, at school and when you go out.</li> </ul>	



## Curriculum plans: Year 6

Year 6		الأعمال اليومية I can talk about my daily routine	المواد الدراسية I can talk about my school subjects	موادٍ المفضلة I can talk about what subjects I like and dislike, and why	أساتذتي وزميلي I can talk about my teachers and table partner
Substantive knowledge	Vocabulary	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>Firstly, secondly, ...In the morning/evening/night</li> <li>I ....</li> <li>At...o' clock                             <ul style="list-style-type: none"> <li>- <a href="#">Telling the time</a></li> </ul> </li> <li>Walking/by bus/bike/car/taxi etc</li> <li>Use of sequence words</li> <li>Use of time words                             <ul style="list-style-type: none"> <li>- <a href="#">Expressions of time</a></li> </ul> </li> <li>Verbs to indicate routine actions                             <ul style="list-style-type: none"> <li>- <a href="#">Morning routine</a></li> </ul> </li> <li>Time, at hourly intervals</li> <li>Use of preposition ب by/with</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>I/you/he/she studies</li> <li>On Mondays, Tuesdays...</li> <li>I have / don't have</li> <li>On weekends, I....</li> <li>لدي meaning I have</li> <li>Days of the week                             <ul style="list-style-type: none"> <li>- <a href="#">Days of the week</a></li> </ul> </li> <li>School subjects                             <ul style="list-style-type: none"> <li>- <a href="#">My school day</a></li> <li>- <a href="#">More school subjects</a></li> </ul> </li> <li>Use of ليس with لدي</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>I/we/you/he she likes / doesn't like</li> <li>Because it...                             <ul style="list-style-type: none"> <li>- <a href="#">Opinions on school</a></li> </ul> </li> <li>ليس with accusative adjectives</li> <li>Practice of school subjects                             <ul style="list-style-type: none"> <li>- <a href="#">My school day</a></li> <li>- <a href="#">More school subjects</a></li> </ul> </li> <li>Masculine school subjects</li> <li>Feminine school subjects</li> <li>Because / however</li> <li>Adjectives describing subjects in accusative form</li> </ul>	<ul style="list-style-type: none"> <li>See sentence builders for more detail</li> <li>I like my teacher</li> <li>I don't like my partner</li> <li>He/she helps/doesn't help me etc</li> <li>Practice of school subjects                             <ul style="list-style-type: none"> <li>- <a href="#">My school day</a></li> <li>- <a href="#">More school subjects</a></li> </ul> </li> <li>Verbs in masculine form</li> <li>Verbs in feminine form</li> </ul>
Disciplinary knowledge	Phonics				





	<p>(Grammar)</p>	<ul style="list-style-type: none"> <li>• The words أولاً ثانياً ثالثاً أخيراً أيضاً are all adverbs and end in an alif with 2 fathas</li> <li>• The first person verb (I eat, I wake up, I sleep, I wash etc) starts with alif.</li> <li>• أنام</li> <li>• أستيقظ</li> <li>• أستحم</li> <li>• أسترخى</li> <li>• In order to indicate times, use the word في followed by the word hour, الساعة, and then the number</li> <li>• في الساعة الواحدة</li> <li>• في الساعة الخامسة</li> <li>• في الساعة العاشرة</li> <li>• The method of travel often begins with ب, meaning by...</li> <li>• بالحافلة = by bus</li> <li>• بالدراجة = by bike</li> </ul>	<ul style="list-style-type: none"> <li>• The days of the week start on Sunday – so Sunday is day 1, Monday is day 2 and so on</li> <li>• يوم الأحد = Sunday (the first day)</li> <li>• يوم الاثنين = Monday (the second day)</li> <li>• The word لديّ means “I have” and ليس لديّ means “I don’t have”</li> <li>• لدي الرياضيات</li> <li>• ليس لدي الرياضيات</li> <li>• Languages are usually feminine:</li> <li>• اللغة العربية</li> </ul>	<ul style="list-style-type: none"> <li>• The word يحبّ means “he likes”</li> <li>• Changing the first letter or adding to the end changes who is doing the liking</li> <li>• يحب</li> <li>• تحب</li> <li>• تحب</li> <li>• تحبين</li> <li>• أحب</li> <li>• نحب</li> <li>• Art and history are masculine subjects. All the others are feminine</li> <li>• الفنّ ممتع</li> <li>• الدراما ممتعة</li> <li>• لأن is giving the reason for something, and is translated as “because”</li> <li>• لكن is for contrast, and is translated as “but” or “however”</li> <li>• ليس makes a sentence negative and adds to fathas to the word it affects</li> <li>• الفنّ ممتعٌ</li> <li>• الدراما ممتعةٌ</li> <li>• الفنّ ليس ممتعاً</li> <li>• الدراما ليست ممتعةً</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The word أفضّل means “I prefer”</li> <li>• To make “of-phrases” like “My teacher of Spanish” or “my partner of Drama” is made by writing the person + my + subject, and giving the subject a kasra at the end</li> <li>• Eg معلم + ي + العلوم = معلمي العلوم = My science teacher</li> <li>• زميلتي = زميلة + ي + العلوم = My science partner</li> <li>• To make an adjective feminine, add ة to the end</li> <li>• لطيفة ← لطيف</li> <li>• To make a 3<sup>rd</sup> person verb feminine, change the starting ي to ت</li> <li>• تساعدني ← يساعدنني</li> </ul>
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Core questions	to support spontaneous speaking & writing	<ul style="list-style-type: none"> <li>• What is your daily routine?</li> </ul>	<ul style="list-style-type: none"> <li>• What subjects do you study?</li> <li>• What do you study on Mondays...?</li> </ul>	<ul style="list-style-type: none"> <li>• What subjects do you like and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Which teacher do you like?</li> <li>• Do you like your table partner?</li> </ul>
Procedural knowledge:	Listening	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Faulty echo</li> <li>• 2. Break the flow</li> <li>• 3. Delayed repetition (A to E)</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 10. Delayed translation (A to E)</li> <li>• 13. Running translation</li> <li>• 21. Listen and change</li> </ul>



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	Speaking	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Delayed repetition</li> <li>• 4. Mind reading – teacher led</li> <li>• 5. Mind reading – student led</li> <li>• 6. Sentence stealer</li> <li>• 13. Running translation</li> <li>• 14. 1,2 or 3.</li> <li>• 14. Rock climbing</li> <li>• 15. Delayed translation (E to A)</li> <li>• 16. Oral ping pong (E to A)</li> <li>• 24. Grammar practice (E to A)</li> <li>• 26. Pyramid translation</li> <li>• 27. Conversations</li> </ul>



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	Reading	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>	<ul style="list-style-type: none"> <li>3. Delayed repetition</li> <li>6. Sentence stealer</li> <li>7. One pen, one dice (A to E)</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>10. Delayed translation</li> <li>11. Sentence rearrange</li> <li>12. Oral ping pong (A to E)</li> <li>13. Running translation</li> <li>14. Rock climbing</li> <li>22. Spot the error</li> <li>23. Quickfire translation (A to E)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>	<ul style="list-style-type: none"> <li>7. One pen, one dice</li> <li>8. Bad translation</li> <li>9. Gapped texts</li> <li>13. Running translation</li> <li>17. Delayed dictation</li> <li>18. Quickfire translation (E to A)</li> <li>19. One pen, one dice (E to A)</li> <li>20. Narrow translation (E to A)</li> <li>21. Listen and change</li> <li>22. Spot the error</li> <li>25. Fast and furious</li> </ul>



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Fluency composites (Exemplification)	<ul style="list-style-type: none"> <li>Write and say a short passage describing your daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing the subjects you study in school.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing what subjects you like or dislike, and why.</li> </ul>	<ul style="list-style-type: none"> <li>Write and say a short passage describing your teachers and your table partners.</li> </ul>	