



## Arabic Scheme of Work

As a starting point for the academic year 2019 – 20, a generic scheme of work will be delivered to all KS2 classes. This will be extended and differentiated from September 2020.

WEEK	THEME AND STRAND	LEARNING OUTCOMES	TEACHING AND LEARNING ACTIVITIES / RESOURCES	SUCCESS CRITERIA
1.	Introduction to the Arab world and Arab language  (Intercultural Understanding)	<ul style="list-style-type: none"> <li>Discover where Arabic is spoken</li> <li>Learn interesting facts about Arabic language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Where do children think Arabic is spoken?</li> <li>Google Earth / Multimaps – look at countries where Arabic is spoken, show range of countries in different continents</li> <li>How could the language have travelled?</li> <li>Do children know any Arabic?</li> <li>Look at the language, what do they notice? (Internet)</li> </ul>	<ul style="list-style-type: none"> <li>Children become aware of countries where Arabic is spoken</li> <li>Children are aware of the different writing systems and can see differences</li> </ul>
2.	Greetings and Introductions  (Intercultural Understanding, Oracy)	<ul style="list-style-type: none"> <li>Children are able to greet each other in Arabic</li> <li>Children are able to say their name and ask others what their name is</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of different times of the day (morning/afternoon/evening) children are able to give the correct greeting. Is there a difference between English/Arabic greetings? (Response given when say hello)</li> <li>Teacher gives his/her name, with actions pointing to themselves, children to give the meaning</li> <li>Children to repeat "My name is" in different voices</li> <li>Children to tell others their name</li> <li>Teacher asks children what their name is</li> <li>Children use the question to ask others their name and to answer</li> </ul>	<ul style="list-style-type: none"> <li>Children can confidently greet each other</li> <li>Children can say their name</li> <li>Most children can ask others their name</li> </ul>
3	Personal Information  (Oracy, Language Learning Strategies, Intercultural Understanding)	<ul style="list-style-type: none"> <li>Children can say how they are feeling (I'm feeling good, ok, not so good)</li> <li>Children can say where they live, some can ask the questions to others</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the question "how are you?"</li> <li>Go through answers with mimes and actions, children to repeat and do actions</li> <li>Play "Simon says" with feelings, teacher led and then in pairs</li> <li>In Arabic, say where you live. Children to say what this means, repeat and complete for themselves. See how many people you can tell them where you live in 10 seconds.</li> <li>Introduce question. Children repeat and ask/answer where they live</li> </ul>	<ul style="list-style-type: none"> <li>Children can confidently give information about themselves</li> <li>Some children can ask others information about themselves</li> </ul>
4 / 5	Numbers 1-12  (Oracy, Literacy)	<ul style="list-style-type: none"> <li>Children are able to recognise numbers 1-12</li> <li>Children to count from 1-12 in sequence</li> <li>Some children can</li> </ul>	<ul style="list-style-type: none"> <li>Introduce numbers 1-6 using the Graded Approach (Flashcards and PPT)</li> <li>Number cards/fans – show me, children practice in pairs</li> <li>Number tennis, barrier games</li> <li>Introduce numbers 7-12 as above</li> <li>PPT – which number will appear next?</li> <li>Number line – to put the number said in correct place</li> </ul>	<ul style="list-style-type: none"> <li>Children can correctly identify numbers 1-12, aurally and verbally</li> </ul>

		give numbers 1-12 out of sequence		
6.	Personal Information  (Oracy, Language Learning Strategies, Intercultural Understanding)	<ul style="list-style-type: none"> <li>Children can give their age</li> </ul>	<ul style="list-style-type: none"> <li>Picture of birthday cake with age on. In Arabic, say how old you are, children to say what this means.</li> <li>Children repeat sentence but change age.</li> <li>Teacher asks children how they are, children to repeat question</li> <li>Recap and consolidate previous language</li> <li>Pairs/groups – ask each other how they are feeling, age, where they live</li> <li>Group work – children to create a mini role play giving greetings, how they are feeling, name, age and where they live</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to use prior knowledge to hold a conversation</li> <li>Children are able to speak confidently to each other</li> <li>Children's self esteem is raised (teacher points out that they are able to create and hold a conversation in another language)</li> </ul>
7.	Colours  (Oracy, Literacy)	<ul style="list-style-type: none"> <li>Children can recognise colours both orally and in the written form</li> <li>Children are able to give simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Introduce colours using the Graded Approach (Flashcards and PPT)</li> <li>Introduce "this" in Arabic – teacher gives simple sentence showing colours ("this is blue...") chn repepat.</li> <li>Teacher points to a colour, chn to give simple sentence. Chn then do this in pairs (1 child points to colour, other gives sentence "this is..." and swap)</li> <li>Pelmanism cards – match colours (picture to word)</li> <li>Show me – children to point to/show multi-link cubes, as a class led by teacher and in pairs</li> <li>PPT – match colour pictures to words, name as many colours as possible in x seconds...</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify colours correctly orally</li> <li>Most children can give simple sentences using "this"</li> <li>Most children are able to identify colours in the written form</li> </ul>
8 / 9 / 10	Pets  (Oracy, Literacy, Intercultural Understanding, Knowledge About Language)	<ul style="list-style-type: none"> <li>Children are able to recognise pets</li> <li>Children begin to understand the concept of gender</li> <li>Children can give the names of pets</li> <li>Some children to link colours with pets</li> </ul>	<ul style="list-style-type: none"> <li>Introduce pets using the Graded Approach (Flashcards and PPT) and including "this"</li> <li>Discussion – the difference between "this" in masculine and feminine, what difference between the 2 words do the children notice? Explain boy/girl words</li> <li>PPT – children to name the pets they see using the correct part of "this" (masc/fem)</li> <li>Pelmanism cards – children to hold up the picture said, and to do this in pairs</li> <li>Barrier games</li> <li>Match the picture to the words (Flashcards and PPT)</li> <li>Some children to say the colours of animals</li> <li>Pictures of several animals in different colours. Children to say how many of each animal there are and give the colours (colours, animals, numbers)</li> <li>Pass the parcel (need plastic bags) – plastic bag has 1 set of picture or word cards in. Children in small groups, as music plays pass the bag around the group. When music stops, child holding the bag to take out a card and say the word in Arabic</li> <li>Teacher to model sentence structure in Arabic – including colour with</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify pets correctly orally</li> <li>Most children are able to identify pets in the written form</li> <li>Some children are able to use "this" correctly</li> <li>Some children can give the colour of pets</li> </ul>

			<p>animal – e.g. I have a brown dog.</p> <ul style="list-style-type: none"> <li>Children to repeat sentence, and to say how the sentence can change (change the animal/colour). Children practice with other animals and colours.</li> <li>Play pass the parcel, children to give a sentence, e.g. this is a brown dog.</li> </ul> <p><b>Extension work</b> – some children to include numbers within sentences (e.g. This is 1 black dog)</p>	
11.	Family (Oracy, Literacy)	<ul style="list-style-type: none"> <li>Children can recognise the names of family members</li> <li>Children can what family members they have and give their names</li> </ul>	<ul style="list-style-type: none"> <li>Introduce family members using Graded Approach (mum, dad, brother, sister, aunt, uncle, grandma, granddad, cousin (male, female))</li> <li>Pelmanism games – match picture to words, play snap with cards (to say I have... according to picture each time)</li> <li>Play music, when music stops teacher to give a sentence with a family member included (e.g. I have a mum and a brother) in pairs, children to hold up correct pictures</li> <li>Bingo – to cover family members if they are on their cards</li> <li>Noughts and crosses as a class. (1 point for name of family member, 2 points for sentence – I have...)</li> </ul>	<ul style="list-style-type: none"> <li>Children can correctly identify family members both orally and in the written form</li> <li>Some children to use prior knowledge (I have) to give simple sentence about their family</li> </ul>
12.	Days of the week (Oracy, Literacy)	<ul style="list-style-type: none"> <li>Children can name of the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Introduce days of the week using the Graded Approach (Flashcards and PPT)</li> <li>PPT – children match days in Arabic and English</li> <li>Children to tell those around them the day they prefer</li> <li>Splat</li> <li>Children sequence days of the week (PPT, Smartboard, Flashcards)</li> <li>Find your partner, music playing, children move round the room. Music stops, children to pick up card from floor and find their partner (English - Arabic)</li> <li>Play pass the parcel</li> </ul>	<ul style="list-style-type: none"> <li>Children can correctly identify the days of the week, orally and in the written form</li> </ul>
13.	Classroom equipment (Oracy, Literacy, Knowledge about Language)	<ul style="list-style-type: none"> <li>Children recognise classroom equipment</li> <li>Most children can name all classroom equipment</li> <li>Some children can give colours and numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce classroom equipment using the Graded Approach and “this” (Flashcards and PPT) (pen, pencil, ruler, rubber, board, marker, bag, book, table, chairs)</li> <li>PPT – which picture will appear next? (To include numbers and colours as revision and consolidation)</li> <li>Pelmanism cards – children to match pictures and words (and PPT), show me... and in pairs (use numbers and colours)</li> <li>Some children to say items they have, give colour and number (in singular only)</li> <li>Song/rap children to create their own song using classroom equipment (some children to include colours/numbers if possible)</li> </ul>	<ul style="list-style-type: none"> <li>Children can correctly identify classroom equipment, orally and in the written form</li> <li>Some children can name classroom items, linking with colours and number</li> </ul>
14.	Rooms in the house (Oracy, Literacy)	<ul style="list-style-type: none"> <li>Children can identify rooms in the house</li> </ul>	<ul style="list-style-type: none"> <li>Introduce rooms in the house using the Graded Approach and actions (Flashcards and PPT) (kitchen, bedroom, dining room, lounge, bathroom, garden, garage, cellar, attic)</li> <li>Mime – children to mime an action to illustrate rooms in the house, others to guess (groups)</li> </ul>	<ul style="list-style-type: none"> <li>Children can correctly identify rooms in the house orally</li> <li>Some children are able to identify rooms in the house through the</li> </ul>

			<ul style="list-style-type: none"> <li>• Dominoes – match picture to word</li> <li>• Smartboard – match up</li> <li>• Wipeout – how many rooms can children remember?</li> </ul>	written word
<b>15 / 16</b>	Countries  (Oracy, Literacy, Intercultural Understanding)	<ul style="list-style-type: none"> <li>• Children can give the names of different countries in Arabic</li> <li>• Some children can say where they live</li> </ul>	<ul style="list-style-type: none"> <li>• Recap where Arabic is spoken (from Lesson 1)</li> <li>• Introduce countries using a map and flags and the Graded Approach (England, Spain, France, America, Pakistan, India, Egypt, China, Morocco, Saudi Arabia)</li> <li>• Pelmanism cards – children to match cards showing pictures of flags to the country (in written form)</li> <li>• Recap how to say where you live (See Lesson 3).</li> <li>• Children to give an extended sentence, adding the country as well as the place (e.g. I live in Bradford, in England)</li> <li>• Children to think of somewhere that they would like to live (e.g. I live in Disney Land in America)</li> <li>• Some to share this sentence with the class. Then children to tell as many people as possible their sentence in 15 seconds.</li> <li>• Children to find a fact about each country, e.g. to find out the currency used and the capital city of each country</li> </ul>	<ul style="list-style-type: none"> <li>• Children can correctly identify countries in Arabic</li> <li>• Children can give simple sentences using prior knowledge</li> <li>• Children will know some basic facts about other countries</li> <li>• Children are confident in using prior knowledge to support learning</li> </ul>
<b>17 / 18 / 19</b>	Weather  (Oracy, Literacy, Intercultural Understanding)	<ul style="list-style-type: none"> <li>• Children are able to identify weather vocabulary</li> <li>• Some children can use vocabulary in sentences to give a weather forecast</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce weather using Graded Approach (it is hot, it is cold, it is sunny, it is raining, it is windy, it is snowing, it is foggy)</li> <li>• Pelmanism cards – children to match weather pictures to words.</li> <li>• Question – “what is the weather today? Today it is...” and show picture. What does the question and answer modelled by the teacher mean?</li> <li>• Teacher asks children the question, children to answer in full sentences, according to the picture shown</li> <li>• Map – teacher points to different countries (introduced in Lesson 13) and asks – what is the weather like? Children to respond.</li> <li>• Google Earth – children choose the country to look at and predict the weather. Look at the weather in the chosen counties, children to say what the weather is like according to the weather that they see.</li> <li>• Introduce simple connectives (but, and)</li> <li>• In groups children to create a weather forecast for a country of their choice/different countries giving the weather for today (e.g. Today in Spain it is hot, but in France it is cold, and in Britain it is raining...)</li> <li>• Present to the class, using a map given by the teacher. Children to place weather symbols on the map when giving the forecast (like a News weather report)</li> </ul>	<ul style="list-style-type: none"> <li>• Children can correctly identify weather orally, using correct pronunciation</li> <li>• Children can correctly identify weather vocabulary in the written form</li> <li>• Children can answer questions accurately</li> <li>• Some children are able to give a presentation using language confidently and accurately</li> </ul>
<b>20</b>	Alphabet  (Intercultural Understanding, Knowledge about Language)	<ul style="list-style-type: none"> <li>• Children have an awareness of the Arabic alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• The Arabic alphabet is introduced to children</li> <li>• Discussion – the difference in the alphabet compared to the English alphabet</li> <li>• Which letter do chn think will be the easiest/most difficult to write? Why?</li> <li>• Chn practice drawing a letter in the air and on the mini-white boards</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that writing systems are different in languages</li> <li>• Children are able to explain answers</li> </ul>

**Each lesson is based on approximately 30 minutes. However, some lessons may require additional time.**