



# **International Primary Khuzam (IPK)**

**Arabic B**

**Primary School  
Curriculum Book**

## Intent

- The Arabic language is at centre of our school due to many of our children speaking Arabic as a first language spoken by our children.
- We believe that the learning of an Arabic provides a valuable educational, social and cultural experience for our pupils.
- We believe that learning the Arabic language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our whole school ethos where many cultures are represented and celebrated.

## Implementation

Arabic Language at IPK:

- All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.
- The MOE Arabic curriculum and assessments will be used as a basis of our Arabic language teaching.
- Through our teaching and visits, we will attempt to excite and intrigue our children to find out more about the culture of the UAE.
- We will develop deep subject knowledge and key skills while differentiating work for all abilities.
- Arabic instruction will be delivered to both native Arabic speakers and non-native Arabic speakers and children will be grouped according to their ability.
- Children will be taught by highly skilled Arabic Language teachers.

## Impact

As a result of our Arabic Language teaching at IPK you will see:

- 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
- By the end of KS2 can 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 a range of writing in the language studied
- Children will perform at the expected level or better in MOE Arabic Language assessments.
- Children will gain an appreciation and be able to use the Arabic Language within the local UAE setting.

Grade 1

<b>Number of Lessons Per Week</b>		<b>3</b>
<b>3 sessions</b>		
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>- The greetings</li> <li>- The colours</li> <li>- The feelings</li> <li>- The numbers</li> <li>- The shapes</li> <li>- The family</li> </ul>	<ul style="list-style-type: none"> <li>- The body</li> <li>- Days of the week</li> <li>- The Letters Alif, Baa, Taa, Thaa</li> <li>- The Letters Jeem, Haa, Khaa</li> <li>- The letters Daal, Dhaal, Ra, Zay</li> <li>- The letters Seen, sheen</li> </ul>	<ul style="list-style-type: none"> <li>The letters Saad, Daad,</li> <li>The letters Ta, Dha</li> <li>The letters Ain, Ghain,</li> <li>The letters Faa, Qaaf, Kaaf</li> <li>The letters Laam, Meem, Noon</li> <li>The letters Haa, Waw, Yaa</li> </ul>
<b>Skills Developed</b>		
<p><b>Listening</b>            The student can recognize common memorized words and expressions upon hearing them.            The student can recognize the letter sounds which he learned in the context of familiar words.            The student can understand single words that have been learned and memorized in previous stages, especially if associated with an action or a picture.            The student can understand common greetings.            The student can recognize some color names.            The student can count from one to ten.</p> <p><b>Speaking</b>            The student can greet others and introduce himself.            The student can answer a few simple questions.            The student repeats previously learned vocabulary and expressions such as numbers, weekdays, months and seasons.            The student can name some places, persons and things previously learned.            The student can sing some chants and short songs.</p> <p><b>Reading</b>            The student can spell a few names and simple words.            The student can link single words with related images.            The student can link some words and expressions he learned.</p> <p><b>Writing</b>            The student can copy letters, words and phrases he or she learned in class.            The student can write his or her name and words and phrases that he or she learned, using visual stimuli such as pictures, maps or drawings</p>		
<b>Assessment</b>		
Formative assessments Summative assessments		

**Home Learning**

Worksheets and activities posted on google classroom

**Reading List & E-books**

<https://free.ireadarabic.com/ar/Videos/preview/200>

**Useful Websites**

<https://3asafeer.com/>

<https://play.google.com/store/apps/details?id=com.ertiqalamsa&hl=ar&gl=US>

<https://website.lamsaworld.com/>

**Setting (if any)**

**Staff**

Samra Fares

Grade 2

<b>Number of Lessons Per Week</b>	<b>3</b>	
<b>3 sessions</b>		
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>- My small body</li> <li>- My five senses</li> <li>- My healthy food</li> <li>- My healthy mind</li> <li>- My clothes</li> </ul>	<ul style="list-style-type: none"> <li>- My family, my friends, and I</li> <li>- My school</li> <li>- Time and date</li> <li>- Days of the week and months of the year</li> <li>- In the music room</li> </ul>	<ul style="list-style-type: none"> <li>- In the yard</li> <li>- In the bus</li> <li>- Best friends</li> <li>- Agreed - different</li> <li>- Family meetings</li> </ul>
<b>Skills Developed</b>		
<p><b>Listening</b>            The student can understand different greetings.            The student can understand vocabulary and expressions of thankfulness as expressed by others.            The student can understand simple expressions used by others to introduce themselves.            The student can understand a question about somebody else's name.            The student can understand the names of the days of the week and the times of a day.            The student can recognize some body parts.            The student can recognize some simple and common expressions about the weather.</p> <p><b>Speaking</b>            The student can greet others.            The student can introduce himself.            The student can provide basic information about himself.            The student can answer simple questions regarding his likes and dislikes.            The student can ask simple and direct questions about their names, age, year group.            The student can talk about some simple things in his daily life and in his direct environment, such school and home.            The student can present simple learned information animals and colors.</p> <p><b>Reading</b>            The student can recognize words referring to family members such as father and grandfather, etc.            The student can recognize the names of different healthy food such as fruits and vegetables.            The student can read and understand words from daily "to do" or shopping lists.            The student can read and understand signs and display boards, such as those at supermarkets, in the street.</p> <p><b>Writing</b>            The student can fill out simple forms with some basic personal information such as name, date of birth            The student can write about themselves, using previously learned sentences and phrases.            The student can write lists about what they like and dislike.            The student can write simple sentences about their families.</p>		
<b>Assessment</b>		

Formative assessments  
Summative assessments

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**Setting (if any)**

**Staff**

Samra Fares

Grade 3

<b>Number of Lessons Per Week</b>		<b>3</b>
<b>3 sessions</b>		
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>- My small body</li> <li>- My five senses</li> <li>- My healthy food</li> <li>- My healthy mind</li> <li>- My clothes</li> </ul>	<ul style="list-style-type: none"> <li>- My family, my friends, and I</li> <li>- My school</li> <li>- Time and date</li> <li>- Days of the week and months of the year</li> <li>- In the music room</li> </ul>	<ul style="list-style-type: none"> <li>- In the yard</li> <li>- In the bus</li> <li>- Best friends</li> <li>- Agreed - different</li> <li>- Family meetings</li> </ul>
<b>Skills Developed</b>		
<p><b>Listening</b>            The student can understand questions about his age, address.            The student can understand some simple questions and statements about his family, friends and classmates.            The student can understand weather conditions with the help of pictures or video clips.            The student can understand some tangible descriptions related to a photo or a drawing.            The student can recognize whether the conversation is about him or about someone else.            The student can understand a simple conversation.</p> <p><b>Speaking</b>            The student can talk or ask about familiar things in a photo.            The student can ask and answer simple questions about date, time and place.            The student can interact while ordering food or purchasing certain needed items.            The student can describe family, friends and school.            The speaker can briefly describe their clothes and school.            The student can give simple instructions to prepare or make something.</p> <p><b>Reading</b>            The student can understand familiar words, expressions and sentences in short simple texts related to daily life.            The student can understand simple information in a text message from a friend.            The student can read and understand words, phrases and texts which they have been studied before.            The student reads words without spelling as (prepositions, demonstrative pronouns - pronouns- familiar words like; dad, mum, brother, sister).</p> <p><b>Writing</b>            The student can write simple sentences to describe himself or herself, family, friends and school.            The student can write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards.            The student can write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class.            The student can write a few sentences about a topic he or she learned in class with the help of some images.</p>		

**Assessment**

Formative assessments  
Summative assessments

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**Setting (if any)****Staff**

Samra Fares



Grade 4

<b>Number of Lessons Per Week</b>		<b>3</b>
<b>3 sessions</b>		
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>- First day of the school</li> <li>- The morning of everyday</li> <li>- The school activities</li> <li>- I won a prize</li> </ul>	<ul style="list-style-type: none"> <li>- It is Eid day</li> <li>- The professions</li> <li>- The weather</li> <li>- What I will wear?</li> </ul>	<ul style="list-style-type: none"> <li>- In the farm</li> <li>- In the sea</li> <li>- Newborn</li> <li>- My birthday</li> </ul>
<b>Skills Developed</b>		
<p><b>Listening</b>            The student can understand questions related to his study schedule or other types of schedules.            The student can understand questions about likes and dislikes.            The student can understand simple messages of praise and congratulation.            The student can understand the general message in an audible announcement.            The student can understand the time and the place of an event.            The student can distinguish between the acceptance and the decline of an invitation in an oral discourse.</p> <p><b>Speaking</b>            The student can handle communication tasks within simple social situations.            The student can talk about familiar and expected daily life topics and those which are essential in his life and community.            The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine.            The student can ask for help.            The student can describe favorite people, events, and popular places.            The student can express his needs and desires which are related to his school and daily life.</p> <p><b>Reading</b>            The student can understand a message from a friend about his interests and daily routines.            The student can understand a text accepting or rejecting an invitation.            The student can recognize some required information on a formal.</p> <p><b>Writing</b>            The student can write information about people he or she knows such as a describing their appearance and some personality traits.            The student can write simple information about a familiar place, such as school, home or city.            The student can write about an occasion, holiday or celebration.</p>		
<b>Assessment</b>		
Formative assessments Summative assessments		
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**Setting (if any)**

**Staff**

Samra Fares

Grade 5

<b>Number of Lessons Per Week</b>		<b>3</b>
<b>3 sessions</b>		
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
First day of the school The morning of everyday The school activities I won a prize	It is Eid day The professions The weather What I will wear?	In the farm In the sea Newborn My birthday
<b>Skills Developed</b>		
<p><b>Listening</b>                      The student can understand the general idea of short and simple texts and presentations about topics related to daily life, personal interests, and his studies.                      The student can understand sentences (one sentence at a time) in several basic, personal and social contexts.                      The student can understand the familiar and predictable topics.                      The student can understand the meaning of oral texts, such as the main idea.                      The student can understand questions and dialogues in audiovisual materials posted on social networks.                      The student can understand basic information in a recorded message about the life of one of his classmates.                      The student can understand basic information about the time and place of a meeting or an event and differentiates between postponement and cancelation.</p> <p><b>Speaking</b>                      The student can ask and answer questions about certain events, hobbies, lifestyle, sport activities and games.                      The student can pose questions and formulate answers about places he visited or plans to visit.                      The student can handle communication tasks within simple social situations.                      The student can talk about familiar and expected daily life topics and those which are essential in his life and community.                      The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine.                      The student can ask for help.                      The student can describe favorite people, events, and popular places.                      The student can express his needs and desires which are related to his school and daily life.</p> <p><b>Reading</b>                      The student can understand simple personal questions.                      The student can identify some events in a narrative text or simple short story.                      The student can identify some descriptions in short texts about a person, a place or a thing.</p> <p><b>Writing</b>                      The student can write a message explaining something.                      The student can write about daily routine.                      The student can write personal details                      The student can write a few sentences about something he or she learned.</p>		

**Assessment**

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Summative assessments

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