

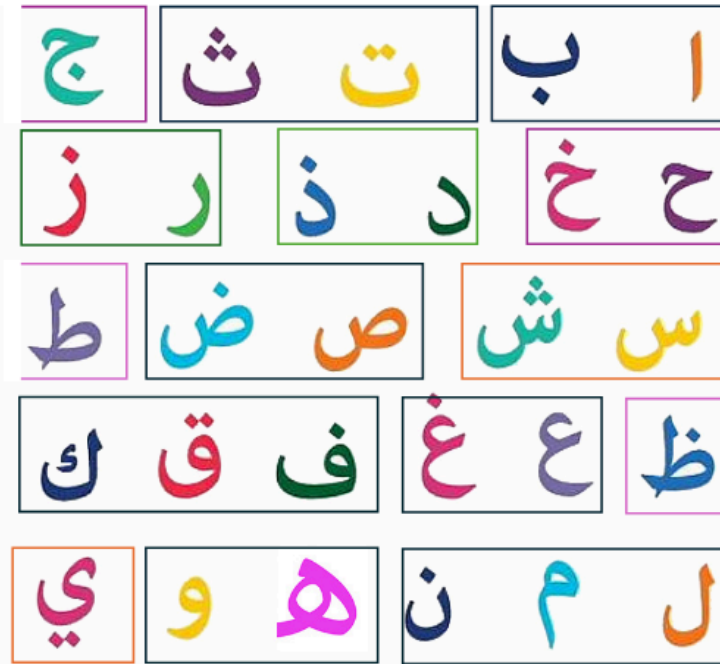
LifeFull Schools MFL Curriculum Map -Arabic- 2025-26

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Alphabet Learning Sequence:

Week	Letter and sounds
1	Alif, Baa
2	Taa, Thaa <i>Fatha, Kasra, Dammah</i>
3	Jeem, Haa, Khaa
4	Seen, Sheen, (Yaa)
5	Yaa
6	Saad, Daad
7	Taa, Thaa
8	Ein, Ghein
9	Faa, Qaaf, Kaaf
10	Laam, Meem, Noon
11	Ha, Waaw
12	Daal, Dhaal
13	Raa, Zaay



	Autumn	Spring	Summer	End Points
Year 3				
Reading, Writing and Grammar	To listen to the different sounds of the Arabic alphabet and identify the similarities to and differences from the English alphabet. To write Arabic letters in their various forms. To apply phonic knowledge to write sounds. <i>Learn alphabet learning sequence 1-5</i>	To write Arabic letters in their various forms. To apply phonic knowledge to write sounds. To read short words in Arabic script. <i>Review sequence 1-5</i> <i>Learn sequence 6-9</i>	To write Arabic letters in their various forms. To apply phonic knowledge to write sounds. To write short words made up of familiar letters. <i>Review sequence 6-9</i> <i>Learn sequence 10-13</i>	All alphabet letters and diacritics
Listening and Speaking	To understand and respond to familiar spoken words and phrases. <i>Greetings and introductions</i>	To understand and respond to familiar spoken words and phrases. <i>Greetings and introductions</i> To understand that Arabic words can be masculine and feminine. <i>How are you? I am ____</i>	To understand and respond to familiar spoken words and phrases. To understand that Arabic words can be masculine and feminine. <i>Family members</i>	<i>Hello.</i> <i>What is your name?</i> <i>My name is ____.</i> <i>How are you?</i> <i>I am happy / sad / tired.</i> <i>This is my [family member].</i> <i>My [family member] is happy / sad / tired.</i>
Year 4				
Reading, Writing and Grammar	To write Arabic letters in their various forms. To read and write short words in Arabic script.	To recognise more Arabic letters in isolated and joined forms. To read and write short words in Arabic script.	To recognise more Arabic letters in isolated and joined forms. To read and write more complex words made up of familiar letters.	All alphabet letters in their various forms and diacritics Commonly used words made up of familiar letters <i>Own name</i> <i>My name is ____.</i>

	Review alphabet learning sequence 1-5	Review alphabet learning sequence 6-9 Learn to write own name + My name is ____.	Review alphabet learning sequence 10-13 Recap own name + My name is ____.	
Listening and Speaking	To understand a range of familiar spoken phrases concerning myself and my family. To participate in short rehearsed conversations. To communicate in appropriate masculine/feminine greetings and conversation. Review all Year 3 end points. Learn numbers.	To understand a range of familiar spoken phrases concerning myself and my family. Review numbers How old are you? I am [age].	To understand a range of familiar spoken phrases concerning myself and my family. To participate in short rehearsed conversations. Build on answers to 'How are you?' - Fine / worried / excited; very / a little. Learn conjunctions 'and', 'but'.	Hello. What is your name? My name is ____. How are you? I am <i>very / a little</i> happy / sad / tired / <i>fine / worried / excited</i>. This is my [family member]. My [family member] is happy / sad / tired. How old are you? I am [age]. My [family member] is ____.
Year 5				
Reading, Writing and Grammar	To read and write more complex words made up of familiar letters. Review alphabet learning sequence 1-5 Review own name + My name is ____. I am [age].	To understand that adjectives may change form according to the noun they relate to, and select the appropriate form. Review alphabet learning sequence 6-9 Review own name + My name is ____. I am [age].	To understand that adjectives may change form according to the noun they relate to, and select the appropriate form. Review alphabet learning sequence 10-13 Review own name + My name is ____. I am [age].	All alphabet letters in their various forms and diacritics Commonly used words made up of familiar letters Own name My name is ____. I am [age].

Listening and Speaking	To understand a range of familiar spoken phrases concerning myself and my family. To participate in short rehearsed conversations. <i>Recap all end points.</i> <i>Build on answers to 'How are you?' - Fine / worried / excited; very / a little.</i> <i>Learn conjunctions 'and', 'but'.</i>	To use adjectives to describe weather and objects. <i>Big, small, hot, cold, rainy, kind, beautiful, delicious</i> <i>Apply conjunctions and adverbs of degree.</i>	To listen attentively to spoken language and show understanding by joining in and responding. <i>Apply all end points so far to different contexts.</i> To understand a range of familiar spoken phrases concerning myself and my family. <i>Where are you from?</i> <i>I am from ____.</i> <i>My family is from ____.</i>	<i>Hello.</i> <i>What is your name?</i> <i>My name is ____.</i> <i>How are you?</i> <i>I am happy / sad / tired.</i> <i>This is my [family member].</i> <i>My [family member] is happy / sad / tired.</i> <i>How old are you?</i> <i>I am [age].</i> <i>The ____ is ____.</i> <i>[Country] is ____.</i> <i>My [family member] is ____.</i> <i>Where are you from?</i> <i>I am from ____.</i> <i>My family is from ____.</i> <i>The ____ is ____.</i> <i>The weather is ____.</i>
Year 6				
Reading, Writing and Grammar	To read and write more complex words made up of familiar letters. <i>Review alphabet learning sequence 1-5</i> <i>Review own name + My name is ____.</i> <i>I am [age]. I am from ____.</i>	To understand that adjectives may change form according to the noun they relate to, and select the appropriate form. To begin to spell some commonly used words correctly. <i>Review alphabet learning sequence 6-9</i>	To begin to spell some commonly used words correctly. To understand how to make changes to an adjective for it to 'agree' with the relevant noun. <i>Review alphabet learning sequence 10-13</i>	All alphabet letters in their various forms and diacritics Commonly used words made up of familiar letters Own name My name is ____. I am [age]. <i>I am from ____.</i> <i>My family is from ____.</i>

		<i>Review own name + My name is ____.</i> <i>I am [age]. I am from ____.</i> <i>My family is from ____.</i>	<i>Review own name + My name is ____.</i> <i>I am [age]. I am from ____.</i> <i>My family is from ____.</i>	
Listening and Speaking	To understand a range of familiar spoken phrases concerning myself and my family. To participate in short rehearsed conversations. To ask and answer more complex familiar questions with a scaffold of responses. <i>Review all end points.</i> <i>Build on answers to 'How are you?' - Fine / worried / excited; very / a little.</i> <i>Learn conjunctions 'and', 'but'.</i>	To use adjectives to describe objects. <i>Big, small, hot, cold, rainy, kind, beautiful, delicious</i> <i>Apply conjunctions and adverbs of degree.</i>	To understand a range of familiar spoken phrases concerning myself, my family and school. <i>Learn hobbies and subject names.</i> <i>I like ____.</i> <i>I don't like ____.</i> <i>Apply conjunction 'but'.</i>	<i>Hello.</i> <i>What is your name?</i> <i>My name is ____.</i> <i>How are you?</i> <i>I am very / a little happy / sad / tired / fine / worried / excited.</i> <i>This is my [family member].</i> <i>My [family member] is happy / sad / tired.</i> <i>How old are you?</i> <i>I am ____.</i> <i>The ____ is ____.</i> <i>[Country] is ____.</i> <i>My [family member] is ____.</i> <i>Where are you from?</i> <i>I am from ____.</i> <i>My family is from ____.</i> <i>The ____ is ____.</i> <i>The weather is ____.</i> <i>I like ____.</i> <i>I don't like ____.</i> <i>I don't like ____ but I like ____.</i>

2025-26 UKS2 can shift learning forward by one term – i.e. 2024-25 Year 5 Summer learning can be taught in Spring. A new unit can be introduced in Year 6 Summer to further embed National Curriculum objectives.