

Year 6 Arabic SOW

Term	Week		Key phrases for lessons work	S&L OUTCOMES	WRITING OUTCOMES	READING	READING OUTCOMES
Term 1.1	Wk 1	Day 1	أَسْتَبِيحُ لِأَسْتَبِيحِ	I can say translations to the reading text about moving homes.	I can translate a reading text about moving homes.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can read texts with a mixed use of prepositions and adjectives.
Term 1.1	Wk 1	Day 2	ضَوْكُ الْمَكَائِلَاتِ مُرَبِّعٌ	I can say translations to the reading text about moving homes.	I can translate a reading text about moving homes.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can relate to experience of the characters in the text of moving to new locations or a change in my environment.
Term 1.1	Wk 2	Day 1	هَذِهِ أَجْرٌ سَقَرٌ فَهِيَ نِقَمٌ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters, their intent for travelling and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can read sets of words without an harakaat present.
Term 1.1	Wk 2	Day 2	الْعَبِيدُ الْجَبِينَةُ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters, their intent for travelling and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can relate to experience of the characters in the text of moving to new locations or a change in my environment.
Term 1.1	Wk 3	Day 1	خَارِجَ الْمَدِينَةِ نَاجِلَ الْمَدِينَةِ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters, their intent for travelling and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can relate to experience of the characters in the text of moving to new locations or a change in my environment.
Term 1.1	Wk 3	Day 2	هُوَ يُعْرَضُ هُوَ تَسْكُنُ هُوَ يَسْتَبِيحُ	I can say verbs that I have conjugated in past tense from the text.	I can conjugate verbs in past tense from the text.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can relate to experience of the characters in the text of moving to new locations or a change in my environment.
Term 1.1	Wk 4	Day 1	هُوَ يُعْرَضُ هُوَ تَسْكُنُ هُوَ يَسْتَبِيحُ	I can say verbs that I have conjugated in present tense from the text.	I can conjugate verbs in the present tense from the text.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can read sets of words without an harakaat present.
Term 1.1	Wk 4	Day 2	هُوَ يُعْرَضُ هُوَ تَسْكُنُ هُوَ يَسْتَبِيحُ	I can say sentences for verbs that I have conjugated in the present tense.	I can write sentences for verbs that I have conjugated in the present tense.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can read sets of words without an harakaat present.
Term 1.1	Wk 5	Day 1	تَسْتَبِيحُ / تَسْتَبِيحِ	I can read my rewritten the text with expression to show the character in the feminine form.	I can rewrite the text to show the character in the feminine form.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can read sets of words without an harakaat present.
Term 1.1	Wk 5	Day 2	...حَفِيظَتِي حَفِيظَتِي حَفِيظَتِي حَفِيظَتِي حَفِيظَتِي	I can say nouns that I have conjugated form the text including 'ka' and 'ke'	I can conjugate nouns in the text including 'ka' and 'ke'	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can understand the usage 'atanaawala' to be used for 'eating' as well as 'doing'.
Term 1.1	Wk 6	Day 1	إِنَّمَا مَدْرَسَةٌ (school) أَمَا أَكْرَبُ فِي مَدْرَسَةِ إِبْدَالِيَّةٍ... فِي أَيِّ مَدْرَسَةٍ تَعْرَبُ؟	I can plan and carry out a role play dialogue about where I live and moving home.	I can write plan and carry out a role play dialogue about where I live and moving home.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can understand the usage 'atanaawala' to be used for 'eating' as well as 'doing'.
Term 1.1	Wk 6	Day 2	إِنَّمَا مَدْرَسَةٌ (school) أَمَا أَكْرَبُ فِي مَدْرَسَةِ إِبْدَالِيَّةٍ... فِي أَيِّ مَدْرَسَةٍ تَعْرَبُ؟	I can plan and carry out a role play dialogue about where I live and moving home.	I can write plan and carry out a role play dialogue about where I live and moving home.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 14, Page 42-44 – Moving homes	I can understand the usage 'atanaawala' to be used for 'eating' as well as 'doing'.
Term 1.2	Wk 1	Day 1	..تَحْتَ إِزْرَاجِيهِ عَن	I can say translations to the reading text about the lost bag.	I can translate a reading text the lost bag.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can read a lengthy text on the story of the lost bag.
Term 1.2	Wk 1	Day 2	إِنَّمَا أَخَذْتُ ، إِنَّمَا أَخَذْتُ	I can say translations to the reading text about the lost bag.	I can translate a reading text about the lost bag.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can read a lengthy text on the story of the lost bag.
Term 1.2	Wk 2	Day 1	فُتِحَ الْكِتَابُ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can read a lengthy text on the story of the lost bag.
Term 1.2	Wk 2	Day 2	أَطْلَقَ التُّبْدَةَ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can understand the usage of 'laam of belonging' in Arabic texts.
Term 1.2	Wk 3	Day 1	أَخَذَ الْقَلَمَ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can understand the usage of 'laam of belonging' in Arabic texts.
Term 1.2	Wk 3	Day 2	دَعَلْتُ، دَعَلْتُ	I can say verbs that I have conjugated in past tense from the text.	I can conjugate verbs in past tense from the text with you(m) and you(f).	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can understand the usage of 'laam of belonging' in Arabic texts.
Term 1.2	Wk 4	Day 1	هُوَ يَدْخُلُ هُوَ يَدْخُلُ هُوَ يَدْخُلُ	I can say verbs that I have conjugated in present tense from the text.	I can conjugate verbs in the present tense from the text.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can recognise the usage of plurals for objects such as books and pens.
Term 1.2	Wk 4	Day 2	هُوَ يَدْخُلُ هُوَ يَدْخُلُ هُوَ يَدْخُلُ	I can say sentences for verbs that I have conjugated in the present tense.	I can write sentences for verbs that I have conjugated in the present tense.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can recognise the usage of plurals for objects such as books and pens.
Term 1.2	Wk 5	Day 1	مَكْتَبَةٌ، صَدِيقٌ، مَدْرَسَةٌ	I can say nouns that I have conjugated form the text including 'ka' and 'ke'	I can conjugate nouns in the text including 'ka' and 'ke'	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can recognise the usage of plurals for objects such as books and pens.
Term 1.2	Wk 5	Day 2	دَخَلَ / دَخَلَتْ	I can read my rewritten the text with expression to show the character in the feminine form.	I can rewrite the text to show the character in the feminine form.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can follow the events of the story of two characters discussing about the whereabouts of the lost bag.
Term 1.2	Wk 6	Day 1	خَلَّ وَجَدْتُ حَفِيظَتِي؟ أَلَمْ يَكُنْ مَعَهُ؟ أَلَمْ يَكُنْ مَعَهُ؟	I can plan and carry out a role play dialogue about a lost bag.	I can write plan and carry out a role play dialogue about the lost bag.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can follow the events of the story of two characters discussing about the whereabouts of the lost bag.
Term 1.2	Wk 6	Day 2	خَلَّ وَجَدْتُ حَفِيظَتِي؟ أَلَمْ يَكُنْ مَعَهُ؟ أَلَمْ يَكُنْ مَعَهُ؟	I can plan and carry out a role play dialogue about a lost bag.	I can write plan and carry out a role play dialogue about the lost bag.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 20, Page 58-62 – lost bag	I can follow the events of the story of two characters discussing about the whereabouts of the lost bag.

Term 2.1	Wk 1	Day 1	..فَضَيْتُ إِهْزَانِي السَّابِقَةَ فِي	I can say where I travelled for my holiday and who I went with.	I can write where I travelled for my holiday and who I went with.	Collins Big Cat: Level 7 A trip to the desert	I can read the text a trip to the desert with fluency
Term 2.1	Wk 1	Day 2	...لَقَدْ حَزِينًا أَمِينًا	I can say about how I travelled on my holiday.	I can write about how I travelled on my holiday.	Collins Big Cat: Level 7 A trip to the desert	I can keep track of simple and sequential events.
Term 2.1	Wk 2	Day 1	...سَافَرْتُ مَعَ عَائِلَتِي	I can say which day and time I reached my holiday destination and how I travelled to my hotel and the name of my hotel.	I can write which day and time I reached my holiday destination and how I travelled to my hotel and the name of my hotel.	Collins Big Cat: Level 7 A trip to the desert	I can recognise verbs used in the past tense that are connected to the pronoun 'huwa'
Term 2.1	Wk 2	Day 2	فِي السَّاعَةِ (day) سَافَرْتُ بِالسَّاعَةِ... وَصَلْنَا أَمَّا نَحْنُ فَتَأَخَّرْنَا إِلَى قَلْبِنَا... وَصَلْنَا	I can say where I went on the following day on my holiday.	I can write where I went on the following day on my holiday.	Collins Big Cat: Level 10 Landmarks of Our World	I am aware of geographical regions and environmental diversity.
Term 2.1	Wk 3	Day 1	...لَقَدْ رَأَيْتُ	I can speak about what I saw on my holiday.	I can write about what I saw on my holiday.	Collins Big Cat: Level 10 Landmarks of Our World	I am aware of history and the differences amongst civilisations.
Term 2.1	Wk 3	Day 2	لَقَدْ أَكَلْتُ	I can speak about what I ate on my holiday.	I can write about what I ate on my holiday.	Collins Big Cat: Level 10 Landmarks of Our World	I can read simple noun constructed sentences on the topic of landmarks
Term 2.1	Wk 4	Day 1	لَقَدْ لَعِبْتُ	I can speak about what I played on my holiday.	I can write about what I played on my holiday.	Collins Big Cat: Level 10 Landmarks of Our World	I can use word lists and maps to find information.
Term 2.1	Wk 4	Day 2	بَقَيْنَا لِمُدَّةٍ أَسْتَوِينِ	I can say how long I went away from my holiday.	I can write how long I went away from my holiday.	Collins Big Cat: Level 10 Landmarks of Our World	I am aware of history and the differences amongst civilisations.
Term 2.1	Wk 5	Day 1	مَرَّةً أُخْرَى (country) أَحْبَبْتُ الشَّوْقَ إِلَى	I can speak about how I feel about travelling there again.	I can write how I feel about travelling there again.	Collins Big Cat: Level 10 Landmarks of Our World	I can read simple noun constructed sentences on the topic of landmarks
Term 2.1	Wk 5	Day 2	بَقَيْنَا لِمُدَّةٍ أَسْتَوِينِ أَحْبَبْتُ الشَّوْقَ إِلَى (country) أَحْبَبْتُ الشَّوْقَ إِلَى	I can prepare and present my presentation to the class about my daily routines.	I can write, prepare and present my presentation to the class about my daily routines.	Collins Big Cat: Level 10 Landmarks of Our World	I can read simple noun constructed sentences on the topic of landmarks
Term 2.1	Wk 6	Day 1	بَقَيْنَا لِمُدَّةٍ أَسْتَوِينِ أَحْبَبْتُ الشَّوْقَ إِلَى (country) أَحْبَبْتُ الشَّوْقَ إِلَى	I can prepare and present my presentation to the class about my daily routines.	I can write, prepare and present my presentation to the class about my daily routines.	Collins Big Cat: Level 10 Landmarks of Our World	I can use word lists and maps to find information.
Term 2.1	Wk 6	Day 2	بَقَيْنَا لِمُدَّةٍ أَسْتَوِينِ أَحْبَبْتُ الشَّوْقَ إِلَى (country) أَحْبَبْتُ الشَّوْقَ إِلَى	I can prepare and present my presentation to the class about my daily routines.	I can write, prepare and present my presentation to the class about my daily routines.	Collins Big Cat: Level 10 Landmarks of Our World	I can use word lists and maps to find information.
Term 2.2	Wk 1	Day 1	هُوَ يَصِلُ	I can say translations to the reading text about travelling to school.	I can translate a reading text about travelling to school	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can follow events in the story about the ways people travel and the purchasing of new items for using them.
Term 2.2	Wk 1	Day 2	أَحْتَأَجُّ إِلَى	I can say translations to the reading text about travelling to school.	I can translate a reading text about travelling to school	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can follow events in the story about the ways people travel and the purchasing of new items for using them.
Term 2.2	Wk 2	Day 1	سَأَلْتَنِي قَلَمًا جَدِيدًا	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can follow events in the story about the ways people travel and the purchasing of new items for using them.
Term 2.2	Wk 2	Day 2	أَهَامَ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can use the word 'tilka' for indicating towards feminine words in Arabic.
Term 2.2	Wk 3	Day 1	...إِلَى الشُّوقِ مَعَ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can use the word 'tilka' for indicating towards feminine words in Arabic.
Term 2.2	Wk 3	Day 2	...هُوَ وَصَلَهُ، هُوَ وَقَفْتُ، هُوَ رَكِبَ	I can say verbs that I have conjugated in the past tense from the text including 'ta' and 'te'.	I can conjugate verbs in past tense from the text including 'ta' and 'te' for the text about travelling to school and translate sentences from English.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I am more confident at using 'laam for belonging'
Term 2.2	Wk 4	Day 1	هُوَ يَصِلُ، هُوَ يَفْعَلُ، هُوَ يَكْتُبُ	I can say verbs that I have conjugated in the present tense from the text including 'li' and 'we'.	I can conjugate verbs in present tense from the text including 'li' and 'we' for the text about travelling to school and can translate sentences from English.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I am more confident at using 'laam for belonging'
Term 2.2	Wk 4	Day 2	حَبِيبِي، حَبِيبَتِكَ، حَبِيبَتَيْنِ	I can say nouns that I have conjugated that show possession in the masculine, feminine and plural form.	I can conjugate nouns to show possession in the masculine, feminine and plural form and translate sentences from English.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can read words that have a change in grammatical effect due to a it being an object and the impact on its qualifying adjective.
Term 2.2	Wk 5	Day 1	تَسْكُنُ / تَسْكُنِي	I can read my rewritten text with expression to show the character in the feminine form.	I can rewrite the text to show the character in the feminine form.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can read words that have a change in grammatical effect due to a it being an object and the impact on its qualifying adjective.
Term 2.2	Wk 5	Day 2	هَلْ تَعِينُ بِالْقُرْبِ مِنَ الْمَدْرَسَةِ أَوْ بَعِيدًا عَنْهَا؟	I can plan and carry out a role play dialogue about travelling to school.	I can write, prepare and present my presentation to the class about travelling to school.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can read words that have a change in grammatical effect due to a it being an object and the impact on its qualifying adjective.
Term 2.2	Wk 6	Day 1	أَقِيمِنِ بِالْقُرْبِ مِنَ الْمَدْرَسَةِ / أَقِيمِنِ بَعِيدًا عَنِ الْمَدْرَسَةِ	I can plan and carry out a role play dialogue about travelling to school.	I can write, prepare and present my presentation to the class about travelling to school.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can understand how prepositions and nouns cause the next word to have a kasra or kasratain.
Term 2.2	Wk 6	Day 2	كَيْفَ نَذْهَبُ إِلَى الْمَدْرَسَةِ؟ أَلْحَبِّ إِلَى... الْمَدْرَسَةِ بِالسَّاعَةِ	I can plan and carry out a role play dialogue about travelling to school.	I can write, prepare and present my presentation to the class about travelling to school.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 26, Page 76-80 – travelling to school	I can understand how prepositions and nouns cause the next word to have a kasra or kasratain.
Term 3.1	Wk 1	Day 1	تَعِينِ عَائِلَةَ سَلِيمَانَ	I can say translations to the reading text about life in the village.	I can translate a reading text about life in the village.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can understand the lives of other people in different environments and compare them to my own environment.
Term 3.1	Wk 1	Day 2	تَتَكَلَّمُ مِنْ عَشْرَةِ أَلْحَاسِي	I can say translations to the reading text about life in the village.	I can translate a reading text about life in the village.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can understand the lives of other people in different environments and compare them to my own environment.
Term 3.1	Wk 2	Day 1	فِي قَرْيَةٍ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can understand the lives of other people in different environments and compare them to my own environment.
Term 3.1	Wk 2	Day 2	إِبْنِي الْمَأْكُونَةِ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can read about the roles of people who live in villages.

Term 3.1	Wk 3	Day 1	يَتَمَلَّكُونَ الْمَرْبِعةَ	I can show my understanding of the text by verbalising my answers to comprehension questions about the text in relation to the characters, their intent and the specific actions that they carry out.	I can show my understanding of the text by my answers comprehension questions about the text in relation to the characters and the specific actions that they carry out.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can read about the roles of people who live in villages.
Term 3.1	Wk 3	Day 2	...هُوَ خَشَعْتُ، هُوَ سَمِعَ	I can say verbs that I have conjugated in the past tense from the text including 'ta' and 'te'.	I can conjugate verbs in past tense from the text including 'ta' and 'te' for the text about life in the village and translate sentences from English.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can read about the roles of people who live in villages.
Term 3.1	Wk 4	Day 1	...هُوَ يَشْعُرُ، هُوَ يَفْعَلُ، هُوَ يَنْشَعُ	I can say verbs that I have conjugated in the present tense from the text including 'i' and 'we'.	I can conjugate verbs in present tense from the text including 'i' and 'we' for the text about life in the village and can translate sentences from English.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can recognise the use of plurals in verbs used for groups of people.
Term 3.1	Wk 4	Day 2	...عُطِّلْتُ، عَائِلَةٌ، قُرْبَةٌ	I can say nouns that I have conjugated that show possession in the masculine, feminine and plural form.	I can conjugate nouns to show possession in the masculine, feminine and plural form and translate sentences from English.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can recognise the use of plurals in verbs used for groups of people.
Term 3.1	Wk 5	Day 1	يَشْعُرُ / تُشْعُرُ	I can read my rewritten text with expression to show the character in the feminine form.	I can rewrite the text to show the character in the feminine form.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can recognise the use of plurals in verbs used for groups of people.
Term 3.1	Wk 5	Day 2	تَارِخُ النُّومِ هُوَ أَتَمُّ أَنْ تَكُونَ ظَلِيمًا وَأَنْ تَسْتَبْعَ بِحَيَاةِ الْفَرْيَةِ، أُرِيدُ أَنْ أُجْرِكَ عَنْ حَيَاتِي فِي الْمَدِينَةِ	I can read my letter to my friend in the village with expression.	I can write and plan a letter to a friend in the village.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can identify the mention of fruits and food in the text and change the words to give different meanings within a similar context.
Term 3.1	Wk 6	Day 1	فِي الْمَدِينَةِ لَدَيْ () وَكَانَ فِي الْفَرْيَةِ () لَدَيْكَ	I can read my letter to my friend in the village with expression.	I can write and plan a letter to a friend in the village.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can identify the mention of fruits and food in the text and change the words to give different meanings within a similar context.
Term 3.1	Wk 6	Day 2	بِأَسْمَاءِ الْإِنْفِطَارِ، عَادَةٌ أَتَتَوَلَّى ()، مَاذَا تَسْتَأْوِلُ عَادَةً؟	I can read my letter to my friend in the village with expression.	I can write and plan a letter to a friend in the village.	AlArabiyyah Linnashieen (PDF)- Student Book 2 Lesson 56, Page 159-163 – village life	I can identify the mention of fruits and food in the text and change the words to give different meanings within a similar context.
Term 3.2	Wk 1	Day 1	... هُوَ يَفْعَلُ، هُوَ يُجْرِكَ، هُوَ يُخَلِّطُ	I can verbally say verbs that I have conjugated and use them in sentences.	I can conjugate verbs for cooking in using he, she, I and we	Collins Big Cat: Level 11 The Digestive System	I can use a table of contents and index to search for information.
Term 3.2	Wk 1	Day 2	... هُوَ يَفْعَلُ، هُوَ يُجْرِكَ، هُوَ يُخَلِّطُ	I can read sentences for verbs that I have conjugated.	I can write sentences for verbs that I have conjugated.	Collins Big Cat: Level 11 The Digestive System	I can use a table of contents and index to search for information.
Term 3.2	Wk 2	Day 1	وَمِنَ الْمَعْدَاتِ، أُحْتَاجُ إِلَى الْخَلَّاطِ وَ سِكِّينَ وَ كَوْبٍ	I can say sentences about which equipment I need to make my milkshake with.	I can write sentences about which equipment I need to make my milkshake with.	Collins Big Cat: Level 11 The Digestive System	I can make a link between nutrition and good health.
Term 3.2	Wk 2	Day 2	أَنَا أَسْتَعْمِلُ السِّكِّينَ لِأَفْتَتِجَ قُرْبُولَةً عَلَى الْمَقْلُطَةِ	I can say sentences about which equipment I will use a give a reason for it.	I can write sentences about which equipment I will use a give a reason for it.	Collins Big Cat: Level 11 The Digestive System	I can make a link between nutrition and good health.
Term 3.2	Wk 3	Day 1	أَنَا أَسْتَعْمِلُ السِّكِّينَ لِأَفْتَتِجَ قُرْبُولَةً عَلَى الْمَقْلُطَةِ	I can say sentences about which equipment I will use a give a reason for it.	I can write sentences about which equipment I will use a give a reason for it.	Collins Big Cat: Level 11 The Digestive System	I can make a link between nutrition and good health.
Term 3.2	Wk 3	Day 2	أَنَا أَقِسُّ 50 مِلْيَلِيْمَتَرِ الْخَلِيْبِ لِأَضْعَمُ فِي الْخَلَّاطِ	I can say sentences for measurement of different ingredients for my milkshake.	I can write sentences for measurement of different ingredients for my milkshake.	Collins Big Cat: Level 11 The Digestive System	I can make a link between nutrition and good health.
Term 3.2	Wk 4	Day 1	أَفْتَتِجُ قِطْعَ صَبْزَةِ مِنَ الْمَوْزِ وَأَضْعَمُ فِي الْخَلَّاطِ	I can say sentences about what ingredients I am cutting and where I put them.	I can write sentences about what ingredients I am cutting and where I put them.	Collins Big Cat: Level 11 The Digestive System	I can understand how the systems of the body work in Arabic.
Term 3.2	Wk 4	Day 2	I am tasting the mixture before blending it again.	I can say sentences, translated from English, of what equipment, ingredients and actions I do to make my milkshake.	I can write sentences, translated from English, of what equipment, ingredients and actions I do to make my milkshake.	Collins Big Cat: Level 11 The Digestive System	I can understand how the systems of the body work in Arabic.
Term 3.2	Wk 5	Day 1	I am peeling my banana before chopping it.	I can say sentences, translated from English, of what equipment, ingredients and actions I do to make my milkshake.	I can write sentences, translated from English, of what equipment, ingredients and actions I do to make my milkshake.	Collins Big Cat: Level 11 The Digestive System	I can understand how the systems of the body work in Arabic.
Term 3.2	Wk 5	Day 2	I will ready my equipment.	I can say a list of equipment, ingredients and steps that I need to follow to make a milkshake.	I can write a list of equipment, ingredients and steps that I need to follow to make a milkshake.	Collins Big Cat: Level 11 The Digestive System	I can understand the importance of healthy drinking and how it positively impacts the body.
Term 3.2	Wk 6	Day 1	I will clean my equipment using water.	I can say a list of equipment, ingredients and steps that I need to follow to make a milkshake.	I can write a list of equipment, ingredients and steps that I need to follow to make a milkshake.	Collins Big Cat: Level 11 The Digestive System	I can understand the importance of healthy drinking and how it positively impacts the body.
Term 3.2	Wk 6	Day 2	I will arrange my ingredients on the table.	I can speak about what I am doing as I make my milkshake.	I can edit my sentences about what I am doing as I make my milkshake.	Collins Big Cat: Level 11 The Digestive System	I can understand the importance of healthy drinking and how it positively impacts the body.