

Share Multi Academy Trust Curriculum Plan MFL

Subject: Urdu

Year: 9

Ability: All

Term / Date(s)	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half Term 6
<b>Topic</b>	Pronunciation, Alphabet and Gender	Free time	Careers and future aspirations	Social issues and healthy living	My region	Life at school
<b>Topic overview</b>	<b>Pronunciation, Alphabet and Gender</b>	<b>Free time</b>	<b>Careers and future aspirations</b>	<b>Social issues and healthy living</b>	<b>Town and local area</b>	<b>School subjects and rules</b>
<b>Students will learn...</b>	How to give information on relationships and social life	How to give detailed opinions and reasons on free time/hobbies.	How to refer to future careers and jobs using the conditional tense.	How to describe what a healthy/unhealthy lifestyle looks like and communicate in different tenses.	How to describe town and facilities	How to describe different elements of school life in the past, present and future tenses.
<b>Components</b>	Students can recognise the meaning of key cognates. Students can understand and independently produce language to describe themselves and other people (physical appearance and personality). Students can use their knowledge of the sound to transcribe simple sentences about their family and themselves. Students can understand and produce key verbs (جاتا) and (کرتا) ( in the first, second and third person.	Students can independently produce (in writing and orally) language to give detailed opinions and detailed justifications on a variety of sports/hobbies. Students can use and understand connectives, simple adjectives and verbs. Students recognise and can accurately use preceding direct object 'it' according to gender. Students can apply knowledge of phonics to pronounce language with more accuracy. Students can compare and contrast activities. Students can use and understand negative phrases in the present and past. Students can ask and respond to simple questions with verb inversion.	Students can express their future plans and aspirations orally and written. Students can understand full and part time work arrangements. Students can analyse their own personal strengths (qualities) and weaknesses in relation to work and applying for jobs. Students can analyse skills needed for different jobs. Students can evidence advantages and disadvantages of different jobs.	Students understand what is meant by 'healthy living' and can express examples in Urdu. E.g. exercise, diet etc. Students understand what is meant by 'social issues' and can express and describe examples in Urdu. E.g. drugs, alcohol. Students can ask and answer questions orally relating to social issues and healthy living. Students can use the conditional tense to express what one <i>should</i> do in order to lead a healthy lifestyle. Students can express comparisons between the past, present and future by combining tenses.	Students can understand and describe information about their local area, their home, home town and their region. Students can give justified opinions and refer to social and environmental issues affecting the lives of teenagers and tourists. Students can explain the advantages and disadvantages of their area.	Students can understand and describe school/school rules and school subjects with detailed opinions. Students can produce and understand narrative texts about daily school routines. Students can compare different schools. Students can use high frequency and understand reflexive phrases.
<b>Prior learning and retrieval</b>	Some will be aware of the use of gender, nouns and basic phonics. Some will know the alphabet. Some will know names of family members.	Simple opinions. Simple reasons Basic phonics. Gender with articles	Vocabulary linked to opinions and reasons Verbs linked to opinions Basic connectives and adjectives Nouns masculine and feminine forms	Opinions / complex opinions. Food and drink vocabulary. Correct formation of adjectival agreements. Simple future phrases. Simple conditional phrases. Full conjugations of 'جاتا' and 'کرتا'. Correct formation of the perfect tense.	Places in the town – what you can and can't do Directions Opinion phrases/ complex opinions Like and dislike Conditional tense	Knowledge of modal verbs Complex opinions across different tenses. Conditional tense.

				An understanding of the impact of diet/exercise/drugs/alcohol on the body (science/SMSC).		
<b>Key lexicogrammar pupil will know and learn</b>	Know and understand key cognate nouns. Opinion verbs in the first person including negatives. Simple connectives. How to use کیا simple adjectives. Know and understand how to describe who is in your family. Know and understand how to use a variety of adjectives in the masculine, feminine and plural form.	Know and understand vocabulary for sports and hobbies. Know and understand how to use adverbs of frequency. Know and understand how to form a negative opinion. Know and understand verbs (کرتا، جاتا، کھاتا) in the infinitive with preposition including the negative Know how to use connectives.	Know and use a broader range of vocabulary related to jobs and skills/ masculine and feminine forms of jobs Know and use the near future, simple future and conditional to express possible future plans and career aspirations. Know and use key Urdu phrases. How to analyse tenses in the context of job profiles Complex phrases: I have always wanted / never wanted/ it interests me.	Know and use a broader range of vocabulary related to healthy living and social issues. Know and use obligation phrases in the present and conditional tenses e.g. کرتے تھے، کرتا ہے، etc. The ability to compare past and present though the combination of tenses e.g. ورزش کرتا ہے، ورزش کرتے ہیں. Use of proper verbs to express physical conditions/feelings. Know and use simple adjectives	Comparing past and present Complex phrases with relative clauses	Conditional / conditional perfect of modal verbs. (Should have / would have) Know and use a broader range of verbs relating to this unit. Use of ( پسند/ناپسند ) to explain the rules at school  Use of Modal verbs and also negatives to express a broader range of opinions  Students will know how to use, and recognise Imperatives
<b>Transferrable knowledge (skills)</b>	The ability to apply their knowledge of phonics to pronounce new words. The ability to use and understand opinions and reasons. Using جاتا and کرتے in the first, second and third person. Months of the year and numbers 1-30. Present tense and prepositions.	The ability to apply their knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to use opinion plus infinitive verbs. The ability to use and understand adverbs of frequency and intensity. The ability to compare and contrast two ideas. The ability to use opinions in the negative. The ability to use accurately verbs with prepositions. The ability to form simple questions with verb inversion.	The ability to explain future plans. The ability to justify opinions with clear reasons. The ability to form and use different tenses. The ability to use key Urdu phrases.	The ability to compare ideas across tenses e.g. <i>in the past I was... however, now I am... in the future I will be.</i> Etc. The ability to use obligation phrases. The ability to provide complex reasoning for opinions.	The ability to compare past and present The ability to use and give complex opinion phrases with reasons The ability to use modal verbs across different tenses The future tense and the conditional to talk about where they will/ would like to live and why.	Use of modal verbs and also negatives to express a broader range of opinions Refer to more complex ideas Conditional perfect phrases and also negatives to express a broader range of opinions Students will know how to use, and recognise Imperatives
<b>Key questions</b>						
<b>Assessment activities</b>	<u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions  <u>Summative assessment:</u> Translation Reading Listening	<u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions  <u>Summative assessment:</u> Listening Reading Speaking Translation	<u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions  <u>Summative assessment:</u> Role play Translation	<u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions  <u>Summative assessment:</u> Translation Reading Listening	<u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions  <u>Summative assessment:</u> Listening Reading Speaking Translation	<u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions  <u>Summative assessment:</u> Role play Translation

<p><b>Notes</b></p> <p><b>Why this topic is important...</b></p>	<p>It is important as it provides the basic letter and sound system for structuring the language. It is a topic that is highly relevant to students and a topic that is an important part of their everyday lives.</p>	<p>This section enables students to build heavily on the previous module to consolidate use of opinions with justification and continues to extend knowledge of vocabulary and continued focus on sounds, silent letters and Non connectors.</p>	<p>This topic is of importance here as it will support students through their options process and enable them to look at the pros and cons of different jobs and link them to their own personal skills. The topic will be use to secure the learning of the future tense.</p>	<p>This topic allows students to discuss a wide range of relevant social and health issues. This topic enables students to combine and consolidate their understand of different tenses. This topic allows students to produce extended opinions across tenses. This topic allows students to use obligation phrases to express what one could/should do.</p>	<p>This topic lends itself to multi tense work – past and present comparisons; present and future comparisons. It lends itself well to expressing personal opinions but also 3<sup>rd</sup> person plural verbs and giving opinions from different points of view to show impact. It also enables focussed use of the common modal verb – Pouvoir</p>	<p>This section builds on prior knowledge of school (subjects and opinions etc) and builds on cultural knowledge of Pakistani schools.</p> <p>The topic builds on a range of vocab relating to schools and allows students to express their opinion on rules therefore deepening their understanding of the Pakistani and UK schools system.</p>
<p><b>Cultural capital</b></p>	<p>Discussion of different types of family.</p>	<p>Introduction of different sports (فٹ بال، کرکٹ، باکي) Celebrities and their hobbies</p>	<p>Link MFL to the jobs market. Link MFL to local jobs being advertised.</p>	<p>Healthy lifestyle survey</p>	<p>Local area study and direct comparisons with Urdu studies. Youtube video clips to show students different areas of the subcontinent. To improve geographical knowledge of students.</p>	<p>Video of Pakistani pupils discussing their school, Example timetables. Photos of Subcontinent Schools</p>
<p><b>Links to NC</b></p>	<p><b>Links to NC:</b> <b>Speak:</b> ask and answer questions on your family <b>Listen:</b> identify key points about families <b>Transcribe:</b> simple sentences relating to use/opinions on family <b>Speak/write</b> give descriptive account of families <b>Read/ translate</b> passages about families <b>Vocabulary:</b> family members and relationships <b>Grammar:</b> present/ prepositions/ alphabet</p>	<p><b>Links to NC:</b> <b>Speak:</b> Continue to develop accurate pronunciation &amp; sound spelling link. Focus on Alphabets sounds and silent letters <b>Listen:</b> identify opinions/reasons, recognise key sounds from extended sentences. <b>Transcribe:</b> simple more detailed sentences with opinions/reasons inc some complexity. <b>Speak/write:</b> Express longer responses with opinions and reasons with simple cognates with accurate pronunciation. Use wider range of opinions, inc. adverbs, adjectives, connectives for complexity. <b>Read/ translate</b> longer, more detailed sentences relating to opinions and reasons on free time. <b>Vocabulary:</b> learn nouns/verbs relating to sports and hobbies. <b>Grammar:</b> masculine/feminine/plural nouns/articles inc. article plus nous with vowels. Comparatives. Negatives. <b>Cultural capital:</b> Eid, Christmas.</p>	<p><b>Links to NC:</b> <b>Speak:</b> ask and answer questions on career and future aspirations <b>Listen:</b> identify key points about career and future aspirations <b>Transcribe:</b> simple sentences relating to career and future aspirations <b>Speak/write</b> give descriptive account of career and future aspirations <b>Read/ translate</b> uses and opinions of career and future aspirations <b>Vocabulary:</b> career and future aspirations – jobs strengths and weaknesses <b>Grammar:</b> conditional and future tense / when + structures <b>Cultural capital:</b> different types of jobs, worldwide jobs, gap years, Job adverts, CVs</p>	<p><b>Links to NC:</b> <b>Speak:</b> ask and answer questions on Social issues and healthy living <b>Listen:</b> identify key points about Social issues and healthy living <b>Transcribe:</b> simple sentences relating to Social issues and healthy living <b>Speak/write</b> give descriptive account of Social issues and healthy living <b>Read/ translate</b> Social issues and healthy living <b>Vocabulary:</b> food and drink, verbs linked to healthy lifestyles and illnesses <b>Grammar:</b> past present and conditional (physical desc) / Imperfect: When I was little I used to be/have one must/must not + infinitive conditional: (I could /should)</p>	<p><b>Links to NC:</b> <b>Speak:</b> ask and answer questions on their region <b>Listen:</b> identify key points about their region <b>Transcribe:</b> simple sentences relating to their region <b>Speak/write</b> give descriptive account of their region <b>Read/ translate</b> sentences about their region <b>Vocabulary:</b> local area, environmental and social problems <b>Grammar:</b> one can/ there is / there used to be / 2<sup>nd</sup> and 3<sup>rd</sup> person structures <b>Cultural capital:</b> advertising your region / comparing your area with a Pakistani area</p>	<p><b>Links to NC:</b> <b>Speak:</b> Continue to express opinions <b>Listen:</b> identify opinions and details about school/rules and subjects. Longer passages. <b>Transcribe:</b> paragraphs with detailed information about school subjects <b>Speak/write:</b> Express opinions about subjects, timetable, activities before/after school and at weekend. <b>Read/ translate</b> read detailed information school routines including school study/school facilities. Longer texts. <b>Vocabulary:</b> school subjects, opinions, question words/phrases Days of the week <b>Grammar:</b> regular and irregular verbs, regular reflexive verbs, time phrases, , adjectival agreements. <b>Cultural capital:</b> no uniform, school timetable.</p>