

Share Multi Academy Trust Curriculum Plan MFL

Subject: Urdu

Year: 10

Ability: All

Term / Date(s)	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half term 5	Half term 6
Topic	Family, friends & relationships	Technology	Free time	Customs & Festivals	Home Town Neighbourhood	Mock exam prep
Topic overview	Family members and friends Personal details (name, age) Physical descriptions Personality Opinions and reasons on people. Viewpoints on children, marriage, relationships, and family.	Technology in Everyday Life Desirable gadgets Uses of technology Advantages and disadvantages of technology.	Hobbies and interests Spending free time	Festivals in UK and francophone world Customs and traditions in the home Meals and mealtimes Activities according to weather	Homes, places in town, facilities and activities in town, local area and region, ideal locations.	Mock exam preparation and completion Listening Speaking Reading Writing
Students will learn...						
Components	Students can independently produce and understand language to describe their own and other's personal details, appearance, and personality. Students can refer to and understand different types of relationships with others including family and friends. Describe whether they like to spend time with another person and why. Students can give and understand viewpoints on having a family. Students can discuss and understand various viewpoints on marriage and ideal partners.	Students can independently produce and understand language to describe the use of technology in everyday life. Students can understand and refer to a variety of gadgets and their applications. Students can give and understand different opinions on the internet and their favourite gadget. Students can give and understand comparisons of aspects of technology Students can give and understand advantages and disadvantages of technology. Students can refer to and understand recent uses of technology and how they would like to use it in the future.	Students can independently produce and understand language to describe how they spend their free time Students can independently produce and understand language to describe where they spend their free time Students can describe how they like to spend time with another person and why Students can give and understand viewpoints on free time activities. Students can refer to and understand different tenses in the context of free time. Students can use and understand verbs (کرنا، جانا) with correct preposition.	Students can independently produce and understand language to describe different festivals and give their opinions on them. Students can refer to and understand different festivals/traditions and how they are celebrated in the UK and in Urdu speaking countries Students can describe how they like to spend time at festivals and why. Students can give and understand viewpoints on different festivals/traditions. Students can describe how they and others celebrate birthdays. Students can describe what the weather is like at different festivals to give an account.	Students can independently produce and understand language relating to where they live and how long for. Students can express ideas relating to facilities activities in town in different tenses, and with whom. Students can refer to and understand a variety of advantages and disadvantages of living in different locations. Students can describe where they would like to live and why.	
Prior learning and retrieval	Give and understand personal details, basic descriptions, appearance, and personality. Give and understand basic opinions and reasons. Know nouns for family members and friends. Understand cardinal and ordinal numbers	Give and understand own and others' opinions and reasons. Know some key regular verbs which appear in this topic Produce and understand opinions with infinitive agreement. Use basic negatives. Use ordinal numbers	Give and understand information on typical free time activities such as hobbies and sports. Give and understand basic opinions and reasons. Understand some weather phrases. Understand and use some frequency phrases Give and understand negative structures (نہ، نہیں، کبھی نہیں)	Give and understand information on food and drink items. Give and understand clock times Give and understand opinions with justifications Give and understand dates and seasons.	Give and understand basic and more complex opinions and reasons. Give and understand places in town.	
Transferrable knowledge (skills)	The ability to use and understand vocabulary relating to family, friends, relationships with others. The ability to use and understand	The ability to use and understand vocabulary relating to technology in everyday life.	The ability to use and understand vocabulary relating to hobbies and free time activities	The ability to use and understand vocabulary relating to festivals and traditions.	The ability to use and understand vocabulary relating to town and neighbourhood.	

	<p>Regular and irregular forms of verbs. (ژ)</p> <p>The ability to use and understand reflexive verbs. (جسکو، جنہوں نے)</p> <p>Know how to accurately use possessive adjectives with nouns.</p> <p>Know how to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to compare using key comparative structures.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>Past present and future tense.</p>	<p>The ability to use an opinion phrase in the present with an infinitive (مجھے پسند، مجھے نہیں پسند، مجھے نفرت ہے۔)</p> <p>The ability to use a conditional opinion with an infinitive (میں پسند کرونگا).</p> <p>The ability to use an opinion phrase in the perfect tense with an infinitive: (میں ہمیشہ چاہتا تھا)</p> <p>The ability to use and understand -Auxiliary verbs in the present and past tense. (ہے، ہیں، ہوں)</p> <p>Know how to accurately use complex phrases with a preceding object. (میں خود دھوتا ہوں، میں کھاتا ہوں)</p> <p>Know how to use 'in order to' and an infinitive structure.</p> <p>The ability to apply and understand complex opinions and reasons about technology</p> <p>A knowledge of how to compare using key comparative structures.</p> <p>A knowledge of how to form the negative with key verbs.</p> <p>The ability to use a negative structure + نہیں/کیہی نہیں</p>	<p>The ability to use and understand high frequency verbs (کرنا، جانا).</p> <p>Know how to accurately use and recognise conditional phrases (اگر، جب)</p> <p>Know how to accurately use negative structures</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to use comparative and superlative adverbs including common irregulars e.g. (بہترین، کمترین)</p> <p>Know how to say how long they have been doing something for (کتنے عرصے سے کچھ کر رہے ہیں)</p> <p>The ability to recognise and refer to the past, present and future tense.</p>	<p>The ability to use and understand the high frequency verbs</p> <p>The ability to use and understand reflexive verbs in context.</p> <p>The ability to recognise and refer to the past, present and future tense with regular and high frequency irregular verbs.</p> <p>The ability to use and understand conjunction (جس طرح، جہاں چونکہ، تک)</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>The ability to apply and understand expressions 'میرے پاس' 'میں ہوں' 'میرے پاس نہیں'</p> <p>The ability to apply and understand weather expressions.</p> <p>The ability to use and understand negative structures</p> <p>The ability to use imperfect</p>	<p>The ability to use and understand high frequency verbs</p> <p>The ability to use and understand the expression with an infinitive verb.</p> <p>The ability to use and understand the expression 'جب سے' سے. (complex phrase)</p> <p>The ability to use and understand complex conjunction. (البتہ، اگرچہ، حالانکہ)</p> <p>Know how to accurately use and recognise possessive adjectives with nouns.</p> <p>Know how to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to compare using key comparative structures.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>The ability to recognise and refer to the past, present and future tense.</p> <p>The ability to recognise and refer to relative clauses.</p>	
Key lexicogrammar pupil will know and learn	<p>Know and understand vocab on the spec relating to: personal information (age, name) physical appearance (height, size, hair, eye colours), personality (positive and negative traits), family (immediate and extended members), friends (school and outside of school), relationships (family, friends, platonic and romantic), positive and negative viewpoints on others and opinions on partnerships.</p>	<p>Know and understand vocab on the spec and content mat relating to: Using technology, gadgets, internet (Social media, websites, forms) Positive and negative viewpoints on technology including advantages and disadvantages of the internet.</p>	<p>Know and understand vocab on the spec relating to: free time activities (e.g. sports, hobbies), time and frequency phrases (e.g. as well as how long for), conditional sentences (e.g. if and when), negative structures (e.g. not, never, no longer, only)</p>	<p>Know and understand vocab on the spec and on content mat relating to: food and drink festivals (names) activities specific to festivals weather specific to activities positive and negative viewpoints on different festivals</p>	<p>Know and understand vocab on the spec relating to: places in town and neighbourhood, opinions and reasons of towns and neighbourhood.</p> <p>Use and understand the present tense of 'nous'</p> <p>Use and understand preceding objects</p> <p>Use and understand the perfect tense and the near future tense</p>	
Assessment activities	<p><u>Formative assessment:</u> translating model phrases, grammatical accuracy with verbs and adjectives. Complexity practice.</p> <p><u>Summative assessment:</u> writing question one, photo description,</p>	<p><u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing, and</p>	<p><u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing and</p>	<p><u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing and</p>	<p><u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self assessment sheet.</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing and</p>	

	writing question two 40 words, writing question 3 90 words. Reading and listening F and H tier questions. Self assessment sheet Assessments can be end of unit or revisited after other topics.	speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.	speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.	speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.	speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.
Cultural capital	Famous Pakistani celebs – background profiles (Pakistani actors/actresses)	Urdu poem or song	Video clips: 3 idiots film clips video	Differences with traditions (e.g. Christmas, Eid)	Video clips related with town, countryside's
Notes Why this topic is important...	<p>This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative and superlative structures, negative structures, reference to past, present and future.</p> <p>The writing and speaking exam may require students to give personal information and also detailed viewpoints backed up by reasons about other people. This includes the sub topic of marriage and partners. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions, their relationships and their viewpoints on marriage and partnerships. Students will be able to: Give personal details Describe my physical appearance and personality. Describe another person's physical appearance and personality. Refer to a male person and describe a relationship.</p>	<p>This topic appears second on the AQA spec and in the second module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include opinions followed by infinitives of regular verbs, first person present/perfect tense and -regular verbs in the present tense, adjectival agreements, comparative structures, negative structures, reference to past, present and future. The writing and speaking exam may require students to produce information about how they use technology in everyday life and also detailed viewpoints backed up by reasons. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about technology, social media and opinions. Students will be able to: Give an opinion on a favourite gadget and say why Describe how to use the internet and give their opinion Use a verb in the negative Use 'in order to'+ infinitive structure to describe how they use a device Say what they did recently with technology</p>	<p>This topic covers and allows for revision of key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, negative structures, time and frequency phrases and reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce information about their hobbies and interest and also detailed viewpoints backed up by reasons. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about free time activities and hobbies, opinions, frequency of events.</p> <p>Students will be able to: Express opinions and justifications on hobbies Describe how they spend free time with family and friends Describe how long they have been doing something for Use 'كَب' and 'جَب' with weather phrases Use the negative structure of key verbs Refer to a hobby they did recently Describe a hobby they are planning to do in the future Describe the frequency of activities Express opinions in the past and the future</p>	<p>This topic is the 4th part of theme 1 from the AQA spec and it's the 4th module of the GCSE condensed curriculum resources. It covers some of the adverbs in Urdu to allow for R&R. Past, present and future tenses are revisited as are negative structures.</p> <p>The writing and speaking exam may require students to produce personal information about festivals/traditions and also detailed viewpoints backed up by reasons about different festivals.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about festivals/traditions in the francophone world, and give their opinions with justifications.</p> <p>Students will be able to: Give an opinion about a favourite festival and give a reason why Describe how they like to spend time during a custom or festival. use the verb 'faire' e.g. with a weather phrase. Make reference to food and drink. Use a reflexive verb in the present tense Describe what they did last Christmas Use the perfect tense with at least two irregular verbs.</p>	<p>This topic appears in theme two on the AQA spec and in the fifth module of the GCSE condensed curriculum resources because it links prior activities with locations that these can be carried out so there is a natural flow. It allows enables students to revisit high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce details of home, town, region, local facilities as well as activities for youngsters and tourists. The topic also requires students to describe where they went, go and will go, to do what activity and with whom. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about locations, things to do and ideal place to live in the future.</p> <p>Students will be able to: Students will be able to: Describe home, town, local area and wider region Describe where they go, what they do and with whom</p>

<p>Refer to a female and describe a relationship. Compare and contrast two people. Refer to more than one person e.g., my friends/my parents/my grandparents and say describe relationship. Describe whether they like to spend time with another person/people Refer to something they did recently with a friend or family member and give an opinion using 'it was' Describe what they are going to do with family/ friends and describe how it will be. Give an opinion on having a family and a reason why. Give an opinion using the future or conditional tense about marriage and relationships.</p>	<p>Describe what they would like in terms of technology Give a disadvantage of the internet.</p>		<p>Use the perfect tense in the 'I' form and with at least one other pronoun. Describe what I will do for a forthcoming event e.g. Easter Use a preceding object e.g. I find it fun/it makes me happy.</p>	<p>Give opinions and make comparisons of different places Describe what their town used to be like. Describe their ideal location for the future.</p>	
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