

Year 9 Cycle 1

Theme 1: Identity and culture

- Urdu Alphabet: Letter formation, tracing characters/words, initial letter- sound, joining letters, making simple sentences.
- Greetings: Ways in greeting
- Personal Information: Name, Age, Height,
- My Family: Immediate family members, Extended family members
- Part of the body
- Numbers
- **Who am I?:** (relationships, interests, role models, when I was younger, friends and family)

Key words and structures

خوش آمدید، اسلام و علیکم، خداحامظ، عیدمبارک،
سالگرہ مبارک، آنکھ، ناخن، انگلی، ٹانگ، خاندان،
پوتا، بھانجا، نواسہ، ماموں، چچی، پھوپھی، دادی،
سات، پانچ، نام، عمر، سال، سر، ہاتھ، جسم، دل،
جگر، پاؤں، دانت، زبان، سر، بال، آنکھیں،
ناک، گھر، امی، ابو، آداب،

FA1 SAE AE E BE SBE

End of Cycle Assessment

TG=

Reading: _____ SAE AE E BE SBE

Writing: _____ SAE AE E BE SBE

<p>I can write 6-8 sentences (including questions) accurately. <input type="checkbox"/></p> <p>I can write 4-6 sentences about myself that make sense. <input type="checkbox"/></p> <p>I can greet someone and take part in a simple conversation (name, age, birthday...). <input type="checkbox"/></p>	<p>9 8</p>
<p>I can spell out my full name with the correct pronunciation. <input type="checkbox"/></p> <p>I can introduce myself in Urdu and say my age and birthday. <input type="checkbox"/></p> <p>I know how to recognise masculine and feminine words. <input type="checkbox"/></p> <p>I can understand simple classroom instructions. <input type="checkbox"/></p>	<p>7 6</p>
<p>I know at least 7 classroom objects. <input type="checkbox"/></p> <p>I can count from 1 to 20. <input type="checkbox"/></p> <p>I know how to greet people in Urdu. <input type="checkbox"/></p> <p>I know how to join letters in Urdu. <input type="checkbox"/></p> <p>I can write Urdu alphabet. <input type="checkbox"/></p> <p>I can read Urdu Alphabet <input type="checkbox"/></p>	<p>5 4</p>

WWW: _____

Next Step: _____

Year 9 Cycle 2

Theme 1: Identity and culture

- **Who am I?:** (relationships, interests, role models, when I was younger, friends and family)
- **Daily life:** (food and drink + adverbs of frequency) How to ask questions the formal and informal way. Shopping, social media and technology (use, advantages and disadvantages) At the market(quantities) /At the restaurant (How to order food)
- **Cultural life:** celebrations and festivals, reading, music, sport, film and television.

Key words and structures

خاندان، رشتہ دار، دوست،
 خریدوفروخت، ریسٹورانٹ، عید، فلم،
 موسیقی، ٹیلیوژن، کھیل، گھڑی،
 سوا، پونے، ساڑھے، ڈیڑھ، ڈھائی

I can write a paragraph describing my family’s eating habits and show I can use the present tense with different pronouns, the negative form and I can write about other people’s opinion. <input type="checkbox"/> I can write about food in 3 different tenses. <input type="checkbox"/> I know how to ask questions in 3 different ways using the formal and informal ‘you’. <input type="checkbox"/>	9 8
I can use the ‘tum’ and ‘Aap’ form with key verbs when asking questions. <input type="checkbox"/> I know the position of adverbs of frequency in Urdu. <input type="checkbox"/> I can take part in a simple dialogue set in a market or a restaurant. <input type="checkbox"/> I can recognise a verb in the present, past and immediate future. <input type="checkbox"/>	7 6
I can ask tourism related questions using ‘Is there?’/ ‘Can I’ / Where is’ ‘Have you got...?’ <input type="checkbox"/> I know how to name quantities of food. <input type="checkbox"/> I can write about my eating habits and give my opinion on food using ‘the’ and ‘some’ when appropriate. <input type="checkbox"/> I can name at least 5 fruit, 5 vegetables and 5 other types of food. <input type="checkbox"/>	5 4

FA1 SAE AE E BE SBE

TG=

End of Cycle Assessment

_____ SAE AE E BE SBE

WWW: _____

Next Step: _____

Year 9 Cycle 3

Theme 2: Local area, holiday and travel

- **Holidays:** Countries and languages Holiday routine (present tense)- Where/ How? / Who with / How long? - Activities Last holiday (past tense) experiences.
- **Travel and tourist transactions:** asking for help, dealing with problems, directions, eating out shopping.
- **Town, region and country:** weather, places to see, things to do.

Key words and structures

طرف، دائیں، بائیں، سیدھا، الٹا،
 قریب، مقابل، اندر، ساتھ، موسم،
 خوشگوار، تحفے، خوابش، ہوٹل،
 خوبصورت، چھٹیاں

FA1 SAE AE E BE SBE

End of Cycle Assessment

TG=

_____ SAE AE E BE SBE

I can narrate holiday events in both tenses and use different pronouns. <input type="checkbox"/> I know a variety of connectives and time phrases I can use when writing on the topic of holidays. <input type="checkbox"/> I can understand the key points and some details in longer spoken or written passages (including authentic material). <input type="checkbox"/>	9 8
I can use the possessive adjective 'our' correctly. <input type="checkbox"/> I can take part in a short conversation about holidays. <input type="checkbox"/> I know what preposition to use when talking about places. <input type="checkbox"/> I remember when to use 'some' and 'the' with food. <input type="checkbox"/> I know which 2 European countries are masculine. <input type="checkbox"/>	7 6
I can produce simple sentences on holidays starting with 'I' in the present and past tense <input type="checkbox"/> I know the meaning of 6 questions words. <input type="checkbox"/> I can name the 5 main means of transport and know what preposition to use in front of them. <input type="checkbox"/> I can name at least 5 European countries and 5 European languages. I know how to spell them correctly. <input type="checkbox"/>	5 4

WWW: _____

Next Step: _____

Year 9 Cycle 4

Theme 2: Local Area, holiday and travel

- **Description of photographs**
(on the topics of food and holidays)
- **Past and Present tense Recap**
- **Revision of vocabulary learnt in cycle 1 & 2 for mini GCSE exam**

Key words and structures

خوشبودار، دوباره، کدھر، کہاں، چیزیں، پسند،
 ناپسند، اچھا، برا، مزیدار، ہوٹل، پاکستان،
 کھانے، قریب، مقابل، اندر، ساتھ،
 موسم، خوشگوار، تحفے، خواہش، ہوٹل،
 خوبصورت، چھٹیاں

FA1 SAE AE E BE SBE

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Mini GCSE Grade

_____ SAE AE E BE SBE

I can narrate events and justify my opinion on topics studied in cycle 1&2. <input type="checkbox"/> I know how to express my opinion and someone else's opinion in the present and past tense. <input type="checkbox"/> I can use the negative form in the past tense. <input type="checkbox"/> I can use the present, past and immediate future with different pronouns in a familiar context. <input type="checkbox"/>	9 8
I can identify events in the past, present and immediate future in longer spoken or written passages (including authentic material). <input type="checkbox"/> I can use correct time phrases for the 3 time frames. <input type="checkbox"/> I know a bank of structures that allow me to answer simple questions on familiar topics. <input type="checkbox"/> I can use 'speak'/'to live in'/'to eat'/'to drink'/'to like'/'to hate' in the present tense and immediate future with 'I', 'He' and 'She'. <input type="checkbox"/>	7 6
I know the key structures needed to be able to write 4 sentences to describe a photograph. <input type="checkbox"/> I remember the rule on 'some & the' when using food items in Urdu. <input type="checkbox"/> I can produce simple sentences in 2 different tenses with appropriate time phrases. <input type="checkbox"/> I can translate short sentences in the present and past tense. <input type="checkbox"/> I can ask simple questions on topics studied in cycle 1,2 and 3. <input type="checkbox"/>	5 4

WWW: _____

Next Step: _____

Year 9 Cycle 5

Theme 3: School

- **What school is like:** School types, School day, Subjects, Celebrating Success, rules and Pressures.
- **School Activities:** School trips, Events and Exchanges

Key words and structures

سنیے، پوچھے، پڑھیے، لکھیے،
 شناخت، معلوم، کتاب، حروف، لکیر،
 ترتیب، حساب، تسلی بخش، بہت اچھا،
 پنسل، قلم، کرسی، میز، طالب علم،
 حاضری، بلیک بورڈ، ریاضی،
 سائنس، ربڑ، فٹ، کاپی

FA1 SAE AE E BE SBE

End of Cycle Assessment

TG=

Reading: _____ SAE AE E BE SBE

Listening: _____ SAE AE E BE SBE

I can use the 4 negative forms in the future tense. <input type="checkbox"/>	9
I can narrate events in the future tense using a variety of pronouns. <input type="checkbox"/>	8
I can narrate events in the past tense and use irregular verbs (went/stayed/arrived...) <input type="checkbox"/>	
I can use 'to have', 'to be', 'to go' and 'to do' in the future tense. <input type="checkbox"/>	7
I can use a variety of adverbs (a lot of / too much / enough...) to describe my school life. <input type="checkbox"/>	
I can produce sentences on school using must and should. <input type="checkbox"/>	6
I can use 'more' and 'less' correctly. <input type="checkbox"/>	
I can use the future tense with regular verbs and 'I'. <input type="checkbox"/>	5
I can use the past tense with 'I'. <input type="checkbox"/>	
I understand the main points in a text or passage on school. <input type="checkbox"/>	4
I remember the 3 modal verbs learnt in cycle 4. <input type="checkbox"/>	

Are you ready for your end of year assessment?

WWW: _____

Next Step: _____

Year 9 Cycle 6

Content

- **Revision for end of year exam theme 1,2 &3**
- **Body parts**
- **Aches**
- **Not feeling well** (to have and to be + feelings/states)

Key words and structures

سر درد، ہاتھ، جسم، دل، جگر، پاؤں، دانت،
 زبان، سر، بال، انکھیں، ناک، ناخن، جلد،
 کان، بیمار، بخار، زکام، گلہ، انگلیاں،
 ٹانگیں،

I can produce a paragraph in any of the 3 tenses studied this year using different pronouns and complex structures such as negatives , a variety of connectives and adverbs. <input style="width: 50px;" type="checkbox"/>	9
I can use the structures learnt in cycle 6 in a different tense and in the negative form. <input style="width: 50px;" type="checkbox"/>	8
I can produce a short paragraph using 2 different tenses and modal verbs with at least 2 different subject pronouns (I/ he/ she). <input style="width: 50px;" type="checkbox"/>	7
I can use the structures learnt in Cycle 6 with different pronouns. <input style="width: 50px;" type="checkbox"/>	6
I know when to use 'to be' or 'to have' when talking about mind states or feelings <input style="width: 50px;" type="checkbox"/>	6
I can translate simple sentences on familiar topics using at least 2 different tenses. <input style="width: 50px;" type="checkbox"/>	6
I know how to develop sentences by adding extra detail(who with/where/when...). <input style="width: 50px;" type="checkbox"/>	6
I can use 'in pain' + a variety of body parts and I know when to use. <input style="width: 50px;" type="checkbox"/>	5
I can name at least 10 body parts and I know their gender. <input style="width: 50px;" type="checkbox"/>	5
I can use the present, past and future tense with key verbs with 'I'. (For ex : I eat / I ate / I will eat) <input style="width: 50px;" type="checkbox"/>	4

TG=

FA1 SAE AE E BE SBE

End of Year Assessment

Reading: _____ SAE AE E BE SBE
 Listening: _____ SAE AE E BE SBE
 Writing: _____ SAE AE E BE SBE

What went well this year? Next step for next year?

Next Step: _____