

The Australian Curriculum

Subjects	Arabic
Year levels	Foundation Year

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school

[Key concepts: personal world, place, belonging; Key processes: introducing, exchanging, expressing preferences]

([ACLARC103 - Scootle](#))



Elaborations

greeting peers and the teacher using appropriate expressions and body language, for example,

مرحبا؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكرا

introducing self, family and friends using formulaic expressions such as

إسمي عادل؛ إسمي رانيا؛ أنا مريم
هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ هذا جدي؛ هذه أختي لينا؛ عمري ست سنوات؛ عمر أخي سنة؛ عمر أختي ثلاث سنوات

describing self, family, friends and aspects of school, for example,

أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة

sharing information about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary and concrete materials such as toys, for example,

هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيرا؛ تنام ميلاني معي في سريري

initiating and sustaining interactions by asking and responding to questions about likes and dislikes,

using simple language such as

الديناصور أسمه ريكس أبي اشتراه لي في العطلة. ريكس صديقي؛ أعب معه في البيت
من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدي كثيرا؛ لا أحب الرياضة في المدرسة

Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning

[Key concepts: play, **performance**, action learning; Key processes: active listening, speaking, giving and following instructions]

([ACLARC104 - Scootle](#))



Elaborations

participating in group activities by singing, chanting and performing actions

engaging in simple transactions in role-plays, such as making requests using *من فضلك؛ أقدّر أن*, and expressing thanks, for example

شكراً؛ شكراً جزيلاً

following instructions such as *ضع يدك على رأسك؛ أغمض عينيك؛ أنظر إلي؛ إرفع يدك* for a variety of language games

providing simple information about familiar objects and people, using pictures and crafts to support communication, for example,

طاولة صغيرة؛ قلم رصاص؛ تلميذ شاطر؛ معلم جيد؛ شجرة كبيرة؛ بيت واسع؛ بنت جميلة؛ أمي طيبة؛ أبي حنون

Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns

[Key concepts: roles, routines; Key processes: listening, speaking, cooperating, following instructions, taking turns]

([ACLARC105 - Scootle](#))



Elaborations

following simple instructions, such as during roll call, and taking turns, for example,

نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟

participating in everyday class routines with appropriate actions, such as

إفتح الدفتر؛ ضع الحقيبة على الأرض؛ اجلس في مكانك؛ إرفع يدك؛ إنتظر دورك

asking and responding to questions, for example,

متى يذق الجرس؟ كيف أكتب...؟ ما معنى...؟
لماذا تأخرت عن المدرسة؟ نمت كثيراً؛ توقفت سيارة أبي في الطريق؛ أخزنا أخي؛ بسبب أختي

asking for permission and responding appropriately, for example،
ممكن أن أذهب إلى الحمام؟ ممكن أن أخذ الكتاب،
ممكن أن أجلس هنا؟ شكراً؛ شكراً معلمة؛ مع السلامة؛ إلى اللقاء

participating in games or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games

Informing

Locate and organise information from simple spoken, written and visual texts to identify details about people and objects

[Key concepts: meaning, [context](#); Key processes: listening, reading, locating, categorising]

([ACLARC106 - Scootle](#))



Elaborations

listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding

identifying letters, words and phrases in written Arabic, for example, titles, labels and captions, by labelling, matching, clicking and dragging, miming and using actions

participating in shared reading of print and digital texts such as stories in Big Books and other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information

sorting and categorising information in graphic representations such as tables, including details about colour, quantity and place relating to people and objects, for example,

ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر
كم عدد الأقلام؟ كم كتاباً يوجد هنا؟ يوجد أربعة كتب
أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة

Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning

[Key concepts: self, family, school; Key processes: describing, showing, presenting]

([ACLARC107 - Scootle](#))



Elaborations

creating short texts to label and describe personal possessions and objects in the classroom using simple sentences, for example,

حقيبتني كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي

reporting information gathered from peers about their families, using modelled language such as

وليد لا يحب الحساب ولا القراءة؛ فادية عندها أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات

contributing aspects of personal information to a class digital photo story, for example, writing or reading aloud captions to own photos

هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يبكي في الصباح؛ صورة أميرة كانت على حقيبتني؛ هاني يحب الكرة؛ هذه أنا أكتب الحروف؛ هذا شادي يلون صورة؛ هذه عبير ترسم شجرة

sharing information about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary, appropriate gestures and concrete materials such as toys, for

example,

هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تنام ميلاني معي في سريري
هذا الديناصور اسمه "ريكس"؛ أبي اشتراه لي في العطلة؛ ريكس صديقي؛ ألعب معه في البيت

Creating

Listen to, view and [read](#) to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression

[Key concepts: imagination, response, character; Key processes: participating, acting, listening, reading]

([ACLARC108 - Scootle](#))



Elaborations

participating in shared reading of imaginative texts, responding to questions and giving opinions about characters and events, for example,

سامي ولد نشيط؛ الدب حيوان لطيف؛ الأسد مفترس؛ الأسد صديق الفأر؛ الفراشة كبرت وعندها أجنحة

listening to, reading or viewing Arabic versions of stories they are familiar with in print, online or digital form, such as [البريقة الجاعة جداً](#), and re-creating them through mime, dance and drawing

responding to imaginative Arabic texts such as stories, rhymes and songs through play-acting, illustrating and movement

making simple statements in response to favourite characters in stories, rhymes, storyboards or songs, for example,

أفضل الدب لأنه لطيف؛ أفضل السمكة الذهبية الجميلة

Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression

[Key concepts: [performance](#), expression; Key processes: experimenting, drawing, captioning, labelling]

([ACLARC109 - Scootle](#))



Elaborations

creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language, for example

كان يا ما كان؛ في يوم من الأيام؛ كان في مرة

performing songs, raps, rhymes and action stories using simple language and non-verbal forms of expression, such as clapping, gestures and facial expressions, to support meaning

creating a puppet play or dramatic performance based on an experience or aspect of a story, song, poem or cartoon

creating and presenting a class Big Book and texts in digital form based on imagined scenarios in familiar contexts, using modelled language, for example,

كان دب كبير اسمه راين؛ عاش راين في جبل ضخم؛ أكل راين؛ شاهد راين ثعلباً صغيراً

Translating

Translate familiar Arabic and English words, phrases and expressions, using visual [cues](#) and word lists, and explain the meaning of particular words and verbal and non-verbal expressions

[Key concepts: meaning, expression; Key processes: noticing, matching, translating]

([ACLARC110 - Scootle](#))



Elaborations

using Arabic and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand

translating and interpreting particular words and expressions and simple texts such as songs for friends and family

playing matching games with Arabic and English words from Big Books and picture books

demonstrating and explaining hand gestures, intonation patterns and facial expressions that can be used without language to convey meaning, for example, nodding to indicate agreement

[Create](#) simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family

[Key concepts: representation, equivalence; Key processes: naming, labelling, displaying]

([ACLARC111 - Scootle](#))



Elaborations

creating a bilingual picture dictionary for classroom use

making bilingual greeting cards in print or digital form for family celebrations such as Mother's Day, using greetings and simple expressions in Arabic and English, for example,

ماما؛ حبيبتي ماما؛ مبروك ماما؛ عيد أم سعيد

creating a bilingual personal profile containing information relating to self, family and friends

labelling photos in both Arabic and English for a display of a class event or experience such as a sports day or school concert

Reflecting

Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic

[Key concepts: self, **identity**, belonging; Key processes: identifying, comparing]

([ACLARC112 - Scootle](#))



Elaborations

identifying the significance of gestures in Arabic, and noticing own level of comfort with these, for example, making or not making eye contact when talking to older people

discussing one another's ways of communicating and their appropriateness in Arabic-speaking contexts, such as different ways of showing politeness, for example, when making requests من فضلك or thanking someone شكراً؛ شكراً جزيلاً

sharing with peers how it feels to use Arabic, for example, when singing a song in class, speaking Arabic with friends or family members, and using gestures, such as nodding the head slightly when saying نعم أو لا

Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups

[Key concepts: membership, roles, belonging; Key processes: recognising, describing, connecting]

([ACLARC113 - Scootle](#))



Elaborations

listing various groups they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of multiple groups and the roles they play in these groups

identifying themselves as belonging to a particular cultural and/or language group, for example,

أتكلم العربي؛ صف العربي؛ أهلي من لبنان؛ أنا من الاردن؛ أنا أسترالي لكن أهلي من سوريا

creating own profile using drawings or providing captions for photos to express roles in or membership of various groups, including their identity as a person who knows more than one language

eliciting and giving information that signals identity in different contexts, such as home, school and community, for example, compiling a personal profile consisting of their name, age, and dialect spoken at home, using simple words and modelled sentences

Understanding

Systems of language

Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words

[Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening]

([ACLARU114 - Scootle](#))



Elaborations

recognising and reproducing the 28 letters of the alphabet and the three short and long vowels

recognising that Arabic words are written from right to left, numbers from left to right

recognising and producing distinctive Arabic sounds such as guttural sounds ع؛ غ؛ ق and other sounds such as

ص؛ ض؛ ط؛ ظ؛ ح؛ خ

recognising that making Arabic words requires most letters to be joined, for example

طار؛ طير؛ ذهب؛ أكل؛ شرب؛ ولد؛ أب؛ ام

developing pronunciation, phrasing and intonation skills by singing, reciting and repeating frequently used words and phrases, noticing that statements and questions have different intonation, for example,

أكلت الطعام كله؟

Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms

[Key concepts: word order, gender variation; Key processes: noticing, selecting]

([ACLARU115 - Scootle](#))



Elaborations

identifying and using high-frequency words and expressions related to home and school environments in interactions, for example,

بيت؛ عائلة؛ أب؛ إخوة؛ معلمة؛ مدرسة؛ حصة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع

recognising word order in simple phrases and sentences, for example,

الجملة الفعلية: نام سليم؛ قام الولد؛ أكل سامي التفاحة؛ شربت سحر الحليب

identifying different parts of speech, for example,

الاسم؛ الفعل؛ الصفة؛ الحرف

recognising that nouns have definite and indefinite articles and gender, for example,

تلميذ/التلميذ؛ معملة العلوم؛ المعلمة

using masculine and feminine forms of singular nouns and adjectives, for example,

الأب الحنون؛ الأم الجميلة؛ كرسي كبير؛ الطاولة الصغيرة؛ أسد شرس؛ قطة أليفة

using simple present tense verbs to describe aspects of own daily activities, for example,

استيقظ في الصباح؛ أتناول الفطور؛ أركب الباص؛ أدخل الصف؛ أكمل الواجب؛ ألبس ثيابي

using simple verbs to express likes and dislikes, for example,

أحب طعام أُمِّي؛ لا أحب الأكل السريع؛ أحب الرياضة ولا أحب الرسم

understanding and responding to imperative verb forms in familiar instructions, for example,

إفتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ اكمل طعامك

using singular possessive adjectives related to self, for example,

بيتي؛ سريري؛ معلمتي؛ غرفتك؛ كتابك؛ حقيبتها؛ دفتره

understanding that adjectives follow nouns and their gender, for example, كتاب كبير؛ طاولة كبيرة

using singular personal pronouns, both masculine and feminine, with appropriate simple present tense verbs to describe aspects of home or school life, for example,

أُمِّي تحب العمل؛ هي نشيطة؛ أبي يحب الطبخ؛ هو ماهر؛ صديقي سليم شاطر؛ هو ذكي؛ هي تكتب القصص

developing knowledge of cardinal numbers

beginning to use simple conjunctions to link words and expressions, such as **و**؛ **أو**؛ **أيضا**

Recognise that language is organised as text, and that texts such as songs, stories and labels have different features

[Key concepts: textual features, form; Key processes: recognising, identifying]

([ACLARU116 - Scootle](#))



Elaborations

listening to, reading and viewing different types of simple texts in Arabic, such as stories, songs and captions, understanding that the Arabic script is written from right to left and that books and papers are written from back to front

observing typical features of familiar Arabic texts, such as stories, nursery rhymes and signs, for example,

ليلي والذئب؛ الارنب والسلحفاة؛ الخنازير الثلاثة؛ كان يا ما كان

comparing similar texts in Arabic and English and noticing how they are the same or different, for example, a counting song, street sign, labels at a supermarket, or a cover of a picture book

Language variation and change

Recognise that there are variations in the **language** used by Arabic speakers in different situations, such as at home with family, and that the **language** used varies between different Arabic speakers [Key concept: variation based on gender, age and **context**; Key processes: noticing, comparing, understanding]

(ACLARU117 - Scootle [↗](#))



Elaborations

understanding that different forms of address and greetings are used depending on the time of day and the gender, background and social status of the participants, for example,

مرحباً؛ صباح الخير/ مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك
ماما؛ بابا؛ عم أمين؛ خالتي سعاد

recognising that informal forms of address are very common among speakers of Arabic and are acceptable across Arabic communities, for example

عمو عادل؛ عمه هناء؛ خالة عيبر؛ ست أمل؛ تيتا وداد؛ جدو

explaining how their spoken language at home may vary from the spoken language in class, and understanding similarities and differences between various dialects represented within the classroom

Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another

[Key concepts: place, word-borrowing; Key processes: noticing, selecting]

(ACLARU118 - Scootle [↗](#))



Elaborations

understanding that the world contains many different languages and that many people around the world speak more than one language

recognising that Arabic has borrowed many words from English, for example, *إنترنت*; *كومبيوتر*; *تلفاز*, and that English has borrowed words from Arabic, such as ‘admiral’, ‘candy’, ‘coffee’, ‘cotton’, ‘genie’, ‘sugar’ and ‘sultan’

exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages



Role of language and culture

Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them

[Key concepts: language, culture and identity; Key processes: noticing, understanding, making connections]

([ACLARU119 - Scootle](#))



Elaborations

exploring the meaning of ‘culture’, and understanding that it involves visible elements, such as ways of eating and behaving, and invisible elements, such as how people live, what they value and how they think of themselves and others

recognising similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names derived from other cultures and languages

understanding that some Australian-English terms and expressions have no equivalent in Arabic, for example, ‘billabong’ or ‘the bush’, and that terms such as ‘the movies’, ‘footy’ and ‘backyard’ reflect aspects of culture in the Australian context