**Year 1 MFL Curriculum – Spring 2**

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| **Mandarin - colours** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic sentence structure.
5. Develop accurate pronunciation and intonation.
6. Read carefully and show understanding of words, phrases and simple writing.
7. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
8. Communicate in writing.
 | 它是什么颜色的？  | tā shìshénme yánsè de？ | What colour is it? |  | **Geography** – **PSHE** – Sharing ideas**History –** **English** – adjectives**Science – Light**Maths –DT -  |
| 颜色 | yánsè | colours |  |
| 这是 | Zhè shì | It is....... |  |
| 红  | hóng  |  red  |  |
| 蓝  | lán  |  blue  |  |
| 绿  | lǜ  |  green  |  |
| 黄色  |  huángsè  | yellow |  |
| 橙色 | chéngsè | orange |  |
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| **Lesson Sequence** | **Key Knowledge/I can statements** | **Key Skills** |
| 1. 1.To identify the different colours in Mandarin.

  | * I can recognise and repeat colour words accurately.
 | * Speak in sentences, using familiar vocabulary, phrases and basic sentence structure.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.
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| 2.To identify the different colours in Mandarin (recap 2).  | * I can recognise and repeat colour words accurately.
 | * Speak in sentences, using familiar vocabulary, phrases and basic sentence structure.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.
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| 3.What colour is the fruit?  | * I can use colours to describe a fruit.
 | * Speak in sentences, using familiar vocabulary, phrases and basic sentence structure.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.
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| 4.What colour are the vegetables? | * I can use colours to describe the vegetables.
 | * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.
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| 5.Guessing games | * I can use colours to describe parts of the body (e.g. eye colour/hair)
* I can play a simple game like guess who or run around.
 | * Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases, in the context of describing or identifying colours.
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| 6.Role play activities  | * I can recall information and use it to answer questions.
 | * To take part in role play and point to the correct colour.
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| They will have been introduced to some of the colours in Year 1. | They will cover associated topics such fruit and vegetables in Years 5 and 6 for their YCT exams. |

Themes |
|  |  | Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play - shopper and shopkeeper. |
| **Listening** | * Lessons 1-7
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| **EYFS** |  |
| **1** | Colours (1) |
| **2** |  |
| **3** |  |
| **4** | All about me – hair and eye colour |
| **5** | At the shops – fruit and vegetables |
| **6** | Weather/Seasons |

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| **Speaking** | * Lessons 1-7
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| **Writing** | * Lessons 3 and 6
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