**Year 1 MFL Curriculum – Spring 2**

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| **Mandarin – numbers 20-100** |
| **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** – **Science – Light**Maths –DT -  |
| 颜色 | yánsè | colours |  |
| 彩虹 | cǎihóng | rainbow |  |
| 红  | hóng  |  red  |  |
| 蓝  | lán  |  blue  |  |
| 绿  | lǜ  |  green  |  |
| 黄色  |  huángsè  | yellow |  |
| 靛 | diàn | indigo |  |
| 紫 | zǐ | violet |  |
| 橙色 | chéngsè | orange |  |
| **Lesson Sequence** | **Key Knowledge/I can statements** | **Key Skills** |
| 1. 1. To identify the different colours in Mandarin (recap).

  | * I can recognise and repeat colour words accurately.
 | * Listen attentively to spoken language and show understanding by joining in and responding.
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
* 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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| 1. 2. What are the colours of the rainbow?
 | * I can listen to and repeat Mandarin words for colours carefully.
* I can match the correct word to the correct colour.
 | * Listen attentively to spoken language and show understanding by joining in and responding.
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of clothes and naming colours.
* To take part in matching games/run around outside game – correcting matching the colours to the word.
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| 1. 3. What are the colours of the rainbow? (2)
 | * I can listen to and repeat Mandarin words for colours carefully.
* I can sing a song about a rainbow in Mandarin.
 | * To take part singing a song about the rainbow and its colours.
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| 1. 4.What is the colour is it?
 | * I can ask the question tā shìshénme yánsè de？
* I can describe the colour of fruits in Mandarin
 | * Children can listen attentively to spoken language and show understanding by joining in and responding, in the context of colours.
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| 1. 5. What colour is it? (2)

  | * I can ask the question tā shìshénme yánsè de？’
* I can describe the colour of some vegetables in Mandarin
 | * Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases, in the context of describing the colours.
* I can write the information down in pinyin.
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| 1. 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 colours when asked.
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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 need this vocabulary in Years 5 and 6 for their YCT 1 and 2. |

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** | Colours (2) |
| **3** |  |
| **4** | All about me – hair and eye colour |
| **5** | At the shops – fruit and vegetables |
| **6** |  |

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| **Speaking** | * Lessons 1-7
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| **Writing** | * Lessons 2 and 6
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