**Year 1 MFL Curriculum – Summer 2**

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| **Mandarin – Kung Fu and other cultural opportunities (+ opportunity to recap vocabulary from Year 1)** | | | | | | | | | |
| **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. | | | How Are You? – Ni Hao Ma | 听 tīng listen! | Kung Fu School – Kwoon or Wu Guan | |  | **Geography** –  **PSHE** – Mindfulness  **History –**  **English** –  **Science –**  **Maths –**  **Art/DT –** Chinese art  **P.E** - Dance/Strength and conditioning | |
| 手臂 shǒubì arm | 站起来 zhànqǐlái stand up | Lateral Stomp Kick – Ce Chuai Tui | |  |
| 腿 tuǐ leg | 拳头 quántou fist |  | |  |
| Learning Basic Stances | Essential stances include Horse Stance, Bow Stance, and Cat Stance for balance and stability. |  | |  |
| Practicing Basic Techniques | Focus on punches, kicks, emphasizing correct form and controlled movements. |  | |  |
| **Lesson Sequence** | | **Key Knowledge/I can statements** | | | | **Key Skills** | | | |
| 1. (To follow instructions).   Chinese Kung Fu | | * I can follow instructions. | | | | * To listen attentively to spoken language and show understanding by joining in and responding. * To repeat simple words or commands. | | | |
| 1. To participate in an activity – Kung Fu | | * I can follow instructions. | | | | * To listen attentively to spoken language and show understanding by joining in and responding. * To repeat simple words or commands relating to Kung Fu. | | | |
| 1. To participate in an activity – Kung Fu | | * I can repeat basic words in Mandarin * I can recall vocabulary that I have learnt in Year 1 – colours, numbers, animals and pets as I do kung fu moves. | | | | * To listen attentively to spoken language and show understanding by joining in and responding. * Repeat familiar phrases or words in Mandarin. | | | |
| 1. To participate in an activity – Kung Fu | | * I can repeat basic words in Mandarin * I can recall vocabulary that I have learnt in Year 1 – colours, numbers, animals and pets as I do kung fu moves. | | | | * To listen attentively to spoken language and show understanding by joining in and responding. * To repeat familiar phrases or words in Mandarin. | | | |
| 1. To create a Chinese dragon picture/head. | | * I can follow instructions. | | | | * To listen attentively to spoken language and show understanding by joining in and responding. * To understand the importance of dragons in Chinese culture. | | | |
| 1. To paint a Chinese panda picture. | | * I can follow instructions. | | | | * To listen attentively to spoken language and show understanding by joining in and responding. * To understand the panda comes from Chengdu and the symbolic significance of pandas. | | | |
| 1. To learn facts about Harbin, Chengdu or Beijing. | | * I can talk about a Chinese city. | | | | * To engage in conversations; ask and answer questions; express opinions and respond to those   of others; seek clarification and help.   * To listen attentively to spoken language and show understanding by joining in and responding. | | | |
| |  |  | | --- | --- | | **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?* | | The children will have been taught simple classroom instructions in EYFS and Year 1. This will help them with their concentration as they will need to follow instructions to create art or to participate in a physical activity. | They will participate in a P.E. lesson in Year 4 and 5 by following simple instructions. |   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. |
|  |  | | | | | | | | To listen and follow instructions relating to Chinese art and dance. |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | Classroom instructions | | **2** |  | | **3** |  | | **4** |  | | **5** | P.E | | **6** |  | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** |  | | | | | | | |
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