**Year 2 MFL Curriculum – Autumn 1**

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| **Mandarin – My body** | | | | | | | | | | | | | | | | | | |
| **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. | | | 手 | shǒu | | hand | 头Tóu  head | | **Geography** –  **PSHE** – body  **History –**  **English** –  **Science –**  Maths – | | |
| 口 | kǒu | | mouth | 肩膀Jiānbǎng  shoulders | |  | |
| 眼睛 | yǎnjīng | | eye | 膝盖Xīgài  Knees | |
| 头发 | tóufa | | hair | 脚趾 Jiǎozhǐ  toes | |
| 耳朵 | ěrduo | | ear |  | |  |  | |  |  |  |  |
| 鼻子 | bízi | | nose |  | |
| 个子 | gèzi | | height |  | |
| 脚 | jiǎo | | foot |  | |
|  |  | |  |  | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | | **Key Skills** | | | |
| 1. Refresh – Numbers to 100 | | * I can recall, identify and write numbers in Mandarin. | | | | | | * To engage in conversations; ask and answer questions in the context of a role play about numbers e.g numbers of pears, family members | | | |
| 1. It is my body! | | * I can say words connected to my body. | | | | | | * To repeat words and read carefully. To show an understanding of words and simple writing in the context of the body. | | | |
| 1. Simon says… | | * I can match the words to the pictures. | | | | | | * To speak in sentences and recognize Mandarin words using pictures and word matching cards. | | | |
| 1. Head, shoulders… | | * I can sing a song about the body. | | | | | | * To say a basic sentence describing body parts. | | | |
| 1. Head, shoulders…. | | * I can sing a song about the body. | | | | | | * To recap last week’s lesson and speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of the body. | | | |
| 1. It is my body (2) | | * I can ask and answer questions about the body. | | | | | | * To recap last week’s lesson and speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of the body. | | | |
| 1. Revise vocabulary to do with body parts | | * I can play a matching game about parts of the body. | | | | | | * To play games and practice saying body related words. | | | |
| **Prior Knowledge**   |  |  | | --- | --- | | **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 learnt about numbers but not body parts. | They will need to know all this vocabulary for the YCT 1 and 2 tests. |   Themes | | | | | | | | | | | |
|  |  | | | | | | | | | **Links across the MFL curriculum** | |
| **Listening** | * Lessons 1-7 | | | | | | | | | |  |  | | --- | --- | | **EYFS** | Numbers | | **1** |  | | **2** |  | | **3** | About me | | **4** |  | | **5** |  | | **6** |  | | |
| **Speaking** | * Lessons 1-7 | | | | | | | | |
| **Writing** | * Lesson 7 | | | | | | | | |
|  | All the words are listed in YCT 1 and 2. | | | | | | | | |