**Year 2 MFL Curriculum – Spring 1**

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| **Mandarin – Likes and Dislikes** |
| **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.
 | **请** | qǐng | Please | **Geography** – **PSHE** – Manners**History –** **English** – The Story of the Hungry Caterpillar**Science –** Maths – CountingDT - Food |
| 一些 | yìxiē | some |
| 给你 | gěinǐ | Here you are |
| 谢谢 | xièxiè | Thank you |
| 不客气 | búkèqì | You are welcome |
| **我想要** | wǒxiǎngyào | I would like |
| **冰淇淋** | bīngqílín | Ice cream |
| 巧克力蛋糕 | qiǎokèlì dàngāo | Chocolate cake |
| 奶酪 | nǎilào | cheese |
| 萨拉米 | sà lāmǐ | salami |
| 苹果 | píngguǒ | apple |
| 橙 | chéng |  orange |
| 李子 | lǐzi |  plum |
|  | 我喜欢 我不喜欢 | wǒxǐhuānwǒ bùxǐhuan | I likeI don’t like |  |
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| **Lesson Sequence** | **Key Knowledge/I can statements** | **Key Skills** |
| 1. Food
 | * I can understand and join in with a story. (Half the story)
* I can name food items in Mandarin.
 | * To listen attentively to spoken language and show understanding by joining in

and responding. * To explore the patterns and sounds of language through songs and rhymes and

 link the spelling, sound and meaning of words. |
| 1. Food (1) repeat
 | * I can understand and join in with a story. (First half the story)
* I can name and match food items in Mandarin.
 | * To speak in sentences, using familiar vocabulary, phrases and basic sentence

structure.  * To develop accurate pronunciation and intonation so that others understand

when they are speaking aloud or using familiar words and phrases in thecontext of naming foods.  |
| 1. Food (Part 2)
 | * I can understand and join in with a story. (Second half of the story)
* I can name food items in Mandarin.
 | * To speak in sentences, using familiar vocabulary, phrases and basic sentence

structure.  * To develop accurate pronunciation and intonation so that others understand

When they are speaking aloud or using familiar words and phrases in the context of naming some foods.  |
| 1. Food (2) repeat
 | * To recall different types of food in the Hungry Caterpillar story
 | * To speak in sentences, using familiar vocabulary, phrases and basic sentence

structure.  * To develop accurate pronunciation and intonation so that others understand

 when they are speaking aloud or using familiar words and phrases in the context of using numbers and naming foods.  |
| 1. Please may I have?
 | * I can count items and use ‘some’ for amounts.
* I can ask politely for something.
 | * To develop accurate pronunciation and intonation so that others understand

 when they are reading aloud or using familiar words and phrases in the context of asking for something.  |
| 1. Please may I have?
 | * I can count items and use ‘some’ for amounts.
* I can ask politely for something.
 | * To speak in sentences, using familiar vocabulary, phrases and basic sentence

structure.  * To develop accurate pronunciation and intonation so that others understand

when they are reading aloud or using familiar words and phrases in the context of asking for something.  |
| 1. Like/don’t like
 | * I can say if I like or dislike a food.
* I can make the correct choice between ‘wǒ bùxǐhuan’ and ‘wǒxǐhuan’
* I can understand someone’s food preferences and I can write a simple sentence in Mandarin.
 | * To speak in sentences, using familiar vocabulary, phrases and basic sentence

structure.  * + To develop accurate pronunciation and intonation so that others understand

when they are speaking aloud or using familiar words and phrases in the context of likes and dislikes.  |
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| *Prior Knowledge* | *Further Knowledge* |
| The children will have learnt previous vocabulary about numbers and colours in EYFS and year 1. | They will cover associated topics such as eating out, fruit and vegetables as well as restaurants in years 3, 4 and 5. |

Themes |
|  |  | **Links across the MFL curriculum** |
| **Listening** | * Lessons 1-7
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| **EYFS** | Numbers |
| **1** | Colours/Numbers |
| **2** | Colours |
| **3** | Shopping |
| **4** | Eating out |
| **5** | At the shops |
| **6** |  |

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| **Speaking** | * Lessons 1-7
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| **Writing** | * Lesson 7
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