**Year 2 MFL Curriculum – Summer 1**

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| **Mandarin – The people around me** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** | |
|  | | | 我 | wǒ | me |  | |  | |
| 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. | | | 你是谁？ | nǐshìshuí | Who is this? |  | | **Geography** –  **PSHE** – Relationships/People who care for me  **History –**  **English** –  **Science – Light**  Maths –  DT - | |
| 爸爸 | bàba | Father/dad |  | |
| 妈妈 | māma | Mother/mum |  | |
| 父母 | fùmǔ | parents | 我的父母 my parents wǒde fùmǔ | |
| 哥哥 | gēge | Older brother |  | |
| 弟弟 | dìdi | Younger brother |  | |
| 姐姐 | jiějie | Older sister |  | |
| 妹妹 | mèimèi | Younger sister |  | |
| 奶奶 | nǎinai | grandmother |  | |
| 爷爷 | yéye | grandfather |  | |
| 家庭 | jiātíng | family |  | |
| 继兄弟 | jì xiōngdì | stepbrother |  | |
| 妹妹 | mèimèi | stepsister |  | |
| 这里是 | zhèlǐ shì | Here is….. |  | |
| **Lesson Sequence** | | **Key Knowledge/I can statements** | | | | | **Key Skills** | | |
| 1. Meet my family | | * I can identify family members. * I can say ‘My我wǒ’. I can use (here is) 这里是zhèlǐ shì.’ to explain who’s who in a picture – children to draw and write words below. (5 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 family members. | | |
| 1. Meet my family (repeat and add new vocabulary) | | * I can identify family members. * I can listen to and repeat Mandarin words for family members carefully. * I can match the correct word to the picture of family members. (5 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 family members. | | |
| 1. Meet my family (repeat and add new vocabulary) | | * I can listen to and repeat Mandarin words for colours carefully. * I can match the correct word to the correct colour. (5 words) | | | | | * To take part in a song about a rainbow using Mandarin words. | | |
| 1. Role play (children ask a question and then answer) | | * I can ask the question ‘who is this？’ * I can identify family members from listening to a friend. | | | | | * Children can listen attentively to spoken language and show understanding by joining in and responding, in the context of the family. | | |
| 1. Learn a song about the family | | * I can sing a song about family members. (see Chinese Buddy website) | | | | | * To take part in a song about family members using Mandarin words. | | |
| 1. Recap through games and the song. | | * I can recall information and use it to participate in games and practice the song. | | | | | * To take part in games and sing the family song. | | |
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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 cover associated topics such people around me in years 3. |   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. |
|  |  | | | | | | | | 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 | | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** |  | | **3** | People around me | | **4** | All about me – hair and eye colour | | **5** |  | | **6** |  | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 1 and 2 | | | | | | | |
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