**Year 2 MFL Curriculum – Summer 2**

|  |
| --- |
| **Mandarin – Feelings** |
| **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.
 | 你感觉如何？ | nǐ gǎnjué rúhé？ | How do you feel? |  | **Geography** – **PSHE** – Feelings/Emotions**History –** **English** – **Science –**Parts of the bodyMaths – DT –  |
| 情绪 | qíngxù | emotions |  |
| 伤心 | shāngxīn | sad |  |
| 快乐 | kuàilè | happy |  |
| 我脾气暴躁 | wǒ píqi bàozào | I am angry |  |
| 沮丧 | jǔsàng | upset |  |
| 兴奋 | xīngfèn | excited |  |
| 担心 | dānxīn | worried |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Lesson Sequence** | **Key Knowledge/I can statements** | **Key Skills** |
| 1. (The way we look).

To recognise and use different vocabulary related to the topic of body parts. | * I can recap different body parts.
 | * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of the days of the week.
 |
| 1. To sing a song about the parts of the body
 | * I can sing a song in Mandarin.
 | * To sing Head, shoulders, knees and toes in Mandarin.
 |
| 1. To describe emotions/feelings.
 | * I can say how I am feeling.
 | Children can write in pinyin how they are feeling – sad, happy |
| 1. To describe emotions/feelings.
 | * I can say how I am feeling.
 | * Children can write in pinyin how they are feeling – sad, happy
 |
| 1. To describe emotions or feelings.
 | * I can ask a question or express an opinion.
 | * To take part in a role play using Mandarin words.
* 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.
 |
| 1. To sing a song about emotions – (If you are happy and you know it).
 | * I can sing a song in Mandarin.
 | * To sing a song in Mandarin about emotions.
 |
| 1. To describe my emotions or feelings in a picture.
 | * I can create an emotions picture.
 | * To create a picture with emotions words – use the Colour Monster book or the children be inspired by Inside Out video.
 |
|

|  |  |
| --- | --- |
| **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 already learnt some of the different body parts in the Autumn term and this will help to recap the vocabulary but also build on this as it is important that they can identify words -how they feel and look for YCT. | They will come back to this topic in Year 4 when they have the opportunity to use the vocabulary again and revise the words in the summer term in Year 5 in preparation for the YCT 1 paper. |

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 me and how I feel. |
| **Listening** | * Lessons 1-7
 |

|  |  |
| --- | --- |
| **EYFS** |  |
| **1** |  |
| **2** | Body |
| **3** |  |
| **4** | All about me |
| **5** |  |
| **6** |  |

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