**Year 4 MFL Curriculum – Spring 1**

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| **Mandarin – Eating out** | | | | | | | | | |
| **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. | | | 我口渴 | Wǒ kǒu kě | I’m thirsty | 比萨 Bǐsà pizza | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science – liquids**  Maths – counting skills | |
| 你想喝点什么？ | Nǐ xiǎng hē diǎn shénme? | What would you like to drink? | 冰淇淋Bīngqílín icecream | |
| 我想 | Wǒ xiǎng | I would like |  | |
| 苹果汁 | Píngguǒ zhī | Apple juice |  | |
| 水 | Shuǐ | water |  | |
| 可口可乐 | Kěkǒukělè | cola |  | |
| 橙汁 | Chéngzhī | Orange juice |  | |
| 热可可 | Rè kěkě | Hot chocolate |  | |
| 柠檬水 | Níngméng shuǐ | lemonade |  | |
| 喝 | hē | to drink |  | |
| 牛奶 | niúnǎi | milk |  | |
| 几点开门？ | Jǐ diǎn kāimén? | What time does it open? | 打开 Dǎkāi open | |
| 咖啡店 | Kāfēi diàn | Cafe | 关闭 Guānbì close | |
| 餐厅 | Cāntīng | Restaurant |  | |
| 现在是...点 | Xiànzài shì... Diǎn | It is……o’clock |  | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. I’m thirsty! | | * I can greet, respond and say goodbye in Mandarin. * To ask and answer questions about drink choices. | | | | | * To engage in conversations; ask and answer questions in the context of a role play about hot and cold drinks | | |
| 1. Open and closed | | * To interpret a sign written in Mandarin | | | | | * To read carefully and show understanding of words, phrases and simple writing in the context of opening and closing times of a restaurant | | |
| 1. Breakfast | | * To express my breakfast choices in writing from memory | | | | | * To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of breakfast items | | |
| 1. Sandwiches | | * To write sentences expressing my preferences. | | | | | * To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing preferred sandwich types | | |
| 1. I like to eat | | * To use adjectives to describe nouns. | | | | | * To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of describing food. | | |
| 1. Pizzas | | * To take part in a role play in a pizza restaurant. | | | | | * Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of ordering food at a restaurant. | | |
| 1. The Greedy mouse story | | * To recall different vocabulary as well as quantities. | | | | | * To write or speak words from memory. | | |
| **Prior Knowledge**  The children will have learnt previous vocabulary about shopping in year 3 and know how to meet and greet.   |  |  | | --- | --- | | **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 previous vocabulary in year 3 about fruit and vegetables. | Discovering China in Year 5 - exploring different cuisines. |   Themes | | | | | | | | | |
|  |  | | | | | | | | **Links across the MFL curriculum** |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** |  | | **3** | Shopping | | **4** |  | | **5** | At the shops | | **6** |  | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 4 and 7 | | | | | | | |
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