**Year 4 MFL Curriculum – Spring 2**

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| **Mandarin – classroom objects** |
| **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.
 | 学校 | xuéxiào | school |  | **Geography** – **PSHE** – Sharing ideas**History –** **English** – **Science – Light**Maths –DT -  |
| 老师 | lǎoshī | teacher |  |
| 计算机  | jìsuànjī  | computer  |  |
| 窗  | chuāng  | window  |  |
| 门  | mén  |  door  |  |
| 灯  | dēng  |  lights  |  |
| 铅笔盒  | qiānbǐhé  | In the pencil case ....... |  |
| 大 | dà | big |  |
| 小 | xiǎo | small |  |
| 长 | cháng | long |  |
| **Lesson Sequence** | **Key Knowledge/I can statements** | **Key Skills** |
| 1. To identify the different words about school in Mandarin (recap from Year 3).

  | * I can recognise and repeat school object words accurately.
 | * 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.
* 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 colours.
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| 1. What’s in the classroom?
 | * To explain where things are in the classroom.
 | 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 classroom. |
| 1. What’s in your pencil case?
 | * I can name/identify objects in the pencil case.
* I can write the words in pinyin.
 | * To identify classroom objects using Mandarin words.
* Communicate in writing.
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| 1. Describing things
 | * I can use adjectives like size or colour to help describe something in Mandarin
 | * Children can listen attentively to spoken language and show understanding by joining in and responding, in the context of colours.
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| 1. Describing things (2)

  | * I can use adjectives like size or colour to help describe something in Mandarin
 | * Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases, in the context of describing the colours.
* I can write the information down in pinyin.
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| 1. Role play activities
 | * I can recall information and use it to answer questions.
 | * To take part in role play and point to the classroom items when asked.
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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 have been introduced to some of the colours in Year 1. | They will need this vocabulary in Years 5 and 6 for their YCT 1 and 2. |

Themes |
|  |  | Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a teacher |
| **Listening** | * Lessons 1-7
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| **EYFS** |  |
| **1** |  |
| **2** |  |
| **3** | All about school – classroom items |
| **4** |  |
| **5** | Routines |
| **6** |  |

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| **Speaking** | * Lessons 1-7
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| **Writing** | * Lessons 3 and 5
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