**Year 5 MFL Curriculum – Autumn 1**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mandarin – Hobbies/Free Time** | | | | | | | | | |
| **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. | | | 我喜欢 | Wǒ xǐhuān | I like to... |  | | **Geography** –  **PSHE** –  About me - hobbies  **History –**  **English** –  **Science –**  Maths –  P.E - sport | |
| 画 | huà | to draw |  | |  | |
| 说话 | shuōhuà | to speak |  | |
| 玩 | wán | to play |  | |
| 学习 | xuéxí | to study |  | |  |  | |  |  |  |  |
| 读书 | Dúshū | To read |  | |
| 爱好 | Àihào | hobbies |  | |
| 空闲时间 | Kòngxián shíjiān | Free time |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Refresh – Welcome back | | * I can greet, respond and say goodbye in Mandarin. * To ask and answer questions about myself. | | | | | * To engage in conversations; ask and answer questions in the context of a role play about myself. How are you? I am fine. I am nine years old. My favourite colour is blue. | | |
| 1. Sport - recap | | * I can recall the names of different sports. * I can conduct a survey of favourite sports with my friends. | | | | | * To read carefully and show understanding of words and simple writing in the context of sports. | | |
| 1. Hobbies | | * I can say what my favourite hobby is. * I can ask my friend a question. | | | | | * To speak in sentences and recognize Mandarin words using pictures and word matching cards. | | |
| 1. Hobbies (2) | | * I can explain what my friend’s hobby is. * I can explain what my brother/sister’s favourite hobby is. | | | | | * To speak in sentences. | | |
| 1. Free time | | * I can say what I do in my spare time. * I can ask my friend a question. | | | | | * To recap last week’s lesson and speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of hobbies. | | |
| 1. Free time (2) | | * I can say what I do in my spare time. * I can ask my friend a question. | | | | | * To engage in conversations; ask and answer questions in the context of leisure time. | | |
| 1. Future hobbies | | * I can say what I would like to do next year. * I can ask my friend a question. | | | | | * To engage in conversations; ask and answer questions in the context of leisure/spare/free time. | | |
| **Prior Knowledge**  The children will have learnt previous vocabulary about sport in Year 4.   |  |  | | --- | --- | | **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 vocabulary about sport and the Olympics in Year 4 summer term. | They will use some of the vocabulary again in Year 6 when they write to their pen pals. |   Themes | | | | | | | | | |
|  |  | | | | | | | | **Links across the MFL curriculum** |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | Chinese dance | | **2** |  | | **3** |  | | **4** | Sport/Olympics | | **5** |  | | **6** | Pen pals – all about me and where I live | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 2 and 7 | | | | | | | |
|  |  | | | | | | | |