**Year 5 MFL Curriculum – Autumn 1**

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| **Mandarin – Explore Beijing/Harbin** | | | | | | | | | |
| **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. | | | 中国 | Zhōngguó | China | 说普通话  Shuō pǔtōnghuà  To speak Mandarin | | **Geography** – places, countries and capital cities  **PSHE** –  **History –**  **English** –  **Science –**  Maths – | |
| 英格兰 | Yīnggélán | England |  | |  | |
| 伦敦 | Lúndūn | London |  | |
| 美国 | Měiguó | America |  | |
| 新加坡 | Xīnjiāpō | Singapore |  | |  |  | |  |  |  |  |
| 马来西亚 | Mǎláixīyà | Malaysia |  | |
| 的首都是哪座城市？ | De shǒudū shì nǎ zuò chéngshì? | What is the capital city of…? |  | |
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| **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. | | |
| 1. Information about Beijing. | | * I can identify important landmarks and write the pinyin characters. | | | | | * To read carefully and show understanding of words and simple writing in the context of China. | | |
| 1. Information about Harbin | | * I can identify important landmarks and play a memory game. | | | | | * To speak in sentences and recognize Mandarin words using pictures and word matching cards. | | |
| 1. Countries | | * I can identify different countries in Mandarin. | | | | | * To speak in sentences. | | |
| 1. Countries | | * I can identify different countries and capital cities in Mandarin. * I can ask a question. | | | | | * To recap last week’s lesson and speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of countries. | | |
| 1. Where is Mandarin spoken? | | * I can say and answer the question 'Where is Mandarin spoken?' | | | | | * To engage in conversations; ask and answer questions in the context of the wider world. | | |
| 1. Where do you live? | | * I can answer the question ‘Where do you live?’ orally and in writing. | | | | | * To engage in conversations; ask and answer questions in the context of the wider world. | | |
| **Prior Knowledge**  The children will have learnt previous vocabulary about places in Year 3.   |  |  | | --- | --- | | **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 places. | 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** | Family members | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** | Pen pals – all about me and where I live | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 2 and 7 | | | | | | | |
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