**Year 5 MFL Curriculum – Summer 2**

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| **Mandarin – Visiting China** | | | | | | | | |
| **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. | | | 中国 | Zhōngguó | | China \*\* | 哪里？ Nǎlǐ? Where is......? | **Geography** – Countries  **PSHE** –  **History –** China  **English** –  **Science –**  **Maths** – Numbers  **Art/DT** – Drawing and painting  Outcome  The children will create a history booklet about some of  the different dynasties. It will consist of a map, a timeline,  pictures connected to the different time periods.  \*\* Priority for YCT vocab practice. |
| 历史 | Lìshǐ | | History | 漂亮 piàoliang beautiful\*\* |
| 人们 | Rénmen | | People \*\* | 长 cháng long \*\* |
| 中国的长城 | Zhōngguó de chángchéng | | The Great Wall of China | 我可以看吗？ Wǒ kěyǐ kàn ma? Can I see........? |
| 兵马俑 | Bīngmǎyǒng | | Terracotta Army | 几点开门？ Jǐ diǎn kāimén? What time does it open? |
| 纸 | Zhǐ | | paper | 博物馆 Bówùguǎn museum |
| 花瓶 | Huāpíng | | vase |  |
| 烟花 | Yānhuā | | fireworks |  |
| **Lesson Sequence** | | **Key Knowledge/I can statements** | | | | | **Key Skills** | |
| 1. To explore Harbin/Chengdu or Beijing.(Recap Yr 1 knowledge) | | * I can recall facts about a Chinese city and identify key landmarks. | | | | | * To write down facts that they have learnt in the lesson about a Mandarin city | |
| 1. To explore Harbin/Chengdu or Beijing. | | * I can recall facts about a Chinese city and identify key landmarks. | | | | | * To present the information to their friends in an informative way. | |
| 1. To learn basic facts about the history of China | | * I can use Mandarin numbers to create a timeline. | | | | | * I can write Mandarin numbers to create a basic timeline. | |
| 1. To identify facts about the Qin Dynasty. | | * I can draw a terracotta army soldier and identify parts of the body in Mandarin (recap from Year 3). | | | | | * 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 Qin Dynasty. | |
| 1. To present a simple role play about visiting the Great Wall of China. | | * I can ask and answer questions about the Great Wall of China. | | | | | * To take part in a role play using Mandarin words. * To use questions | |
| 1. To learn facts about the Ming Dynasty. | | * I can create colourful watercolour pictures. | | | | | * To create Ming vase pictures. | |
| 1. To learn facts about the Qing dynasty. | | * I can recall facts about the last Emperor of China. | | | | | * To 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 Qing Dynasty. | |
| |  |  | | --- | --- | | **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 facts in Year 5 summer term 1 (history) about the Shang Dynasty. | In secondary school they will learn about the republican and communist eras for GCSE History as well as A-level. |   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 the history of China. | | | |
| **Listening** | * Lessons 1-7 | | | | |  |  | | --- | --- | | **EYFS** | Numbers | | **1** | Numbers | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | | | |
| **Speaking** | * Lessons 3-5 | | | |
| **Writing** | * Lesson 1-2 | | | |
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