**Year 6 MFL Curriculum – Autumn 2**

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| **Mandarin –Pen pals/Asking questions** | | | | | | | | | |
| **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. | | |  |  |  |  | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –**  Maths – | |
| 你好吗？ | Nǐ hǎo ma? | How are you? |  | |
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| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Refresh – all about me | | * I can say, recall words to describe myself. | | | | | * To recall and write words which describe me and my family. | | |
| 1. To ask questions (1) | | * I can ask and answer questions relating to myself. | | | | | * To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of myself | | |
| 1. To ask questions (2) | | * I can say and write questions and answers that relate to myself. | | | | | * To can speak in sentences and recognize Mandarin words. | | |
| 1. To ask questions (3) | | * I can say, write questions as well as answers that relate to me and my family | | | | | * To can begin to have a conservation that uses several sentences that are linked together. | | |
| 1. To draft a pen pal letter | | * I can use prior knowledge and vocabulary to create sentences. | | | | | * To recap last week’s lesson and speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of myself and my family | | |
| 1. To write a pen pal letter | | * I can use prior knowledge and vocabulary to write a letter. | | | | | * To construct a letter that answer questions about myself and my family. | | |
| 1. To respond to questions from a Chinese pen pal. | | * I can use prior knowledge and vocabulary to have a conversation. | | | | | * To engage in conversations; ask and answer questions in the context of a role play about myself and my family. | | |
| **Prior Knowledge**  The children will have learnt previous vocabulary about my family as well as descriptive vocabulary lower down the school.   |  |  | | --- | --- | | **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 EYFS, year 1 and 3 about numbers and the date. | They will use this vocabulary for the YCT 1 and 2 in years 5 and 6. |   Themes | | | | | | | | | |
|  |  | | | | | | | | **Links across the MFL curriculum** |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | My family | | **2** |  | | **3** | The people around me | | **4** |  | | **5** |  | | **6** |  | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 3, 5, 6 and 7 | | | | | | | |
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