**Year 6 MFL Curriculum – Spring 1**

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| **Mandarin – weather/colours 3** | | | | | | | | | |
| **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. | | | 它是什么颜色的？ | tā shìshénme yánsè de？ | What colour is it? |  | | **Geography** – Weather/seasons  **PSHE** – Sharing ideas  **History –**  **English** –  **Science – Light**  Maths –  DT - | |
| 颜色 | yánsè | colours |  | |
| 彩虹 | cǎihóng | rainbow |  | |
| 红 | hóng | red |  | |
| 蓝 | lán | blue |  | |
| 绿 | lǜ | green |  | |
| 黄色 | huángsè | yellow |  | |
| 橙色 | chéngsè | orange |  | |
| 靛 | diàn | indigo |  | |
| 紫 | zǐ | violet | Rè hot | |
| 天气如何？ | tiānqì rúhé？ | What is the weather like? | 风 fēng windy | |
| 下雨了 | xiàyǔ le | It is raining | lěng cold | |
| 晴朗 | qínglǎng | sunny | snowing | |
| **Lesson Sequence** | | **Key Knowledge/I can statements** | | | | | **Key Skills** | | |
| 1. 1. To identify the different colours in Mandarin (recap). | | * I can recognise and repeat colour 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. | | |
| 1. 2. What is the colour of the clothes? | | * I can listen to and repeat Mandarin words for colours carefully. * I can match the correct word to the correct colour. | | | | | * 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 clothes and naming colours. | | |
| 1. 3. Colours of objects | | * I can listen to and repeat Mandarin words for colours carefully. * I can match and write the correct word to the correct colour. | | | | | * To take part in matching games – correcting matching the colours to the objects. | | |
| 1. 4.What is the weather like? | | * I can ask the question ‘tiānqì rúhé？’ * I can describe a range of weather conditions in Mandarin | | | | | * Children can listen attentively to spoken language and show understanding by joining in and responding, in the context of the weather. | | |
| 1. 5. What is it like today? | | * I can ask the question ‘tiānqì rúhé？’ * I can describe a range of weather conditions 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 weather. | | |
| 1. 6. Role play activities | | * I can recall information and use it to answer questions. | | | | | * To take part in role play and point to the correct symbols like a weather reporter. | | |
| |  |  | | --- | --- | | **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 cover the weather at secondary school for YCT 3. |   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. |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | Colours (1) | | **2** | Colours (2) | | **3** |  | | **4** | All about me – hair and eye colour | | **5** | At the shops – fruit and vegetables | | **6** | Weather/Seasons | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 3 and 6 | | | | | | | |
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