**Year 6 MFL Curriculum – Spring 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mandarin – Likes and Dislikes - recap** | | | | | | | | | |
| **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. | | | **请** | qǐng | Please |  | | **Geography** –  **PSHE** – Manners  **History –**  **English** – The Story of the Hungry Caterpillar  **Science –**  Maths – Counting  DT - Food | |
| 一些 | yìxiē | some |  | |
| 给你 | gěinǐ | Here you are |  | |
| 谢谢 | xièxiè | Thank you | 我喜欢 wǒxǐhuān I like | |
| 不客气 | búkèqì | You are welcome | 我不喜欢 wǒ bùxǐhuan I don’t like | |
| **我想要** | wǒxiǎngyào | I would like | 红hóng red 红醋栗 hóng cùlì redcurrants | |
| **冰淇淋** | bīngqílín | Ice cream | 蓝lán blue -蓝 莓lán méi blueberries | |
| 巧克力蛋糕 | qiǎokèlì dàngāo | Chocolate cake | 绿lǜ green -青豆 qīngdòu green beans | |
| 奶酪 | nǎilào | cheese | 黄色 huángsè yellow | |
| 萨拉米 | sà lāmǐ | salami | 它是什么颜色的？tā shìshénme yánsè de？What colour is it? | |
| 苹果 | píngguǒ | apple | 美味 měiwèi delicious | |
| 橙 | chéng | orange | 甜 tián sweet | |
| 李子 | lǐzi | plum | 健康 jiànkāng healthy | |
| **Lesson Sequence** | | **Key Knowledge/I can statements** | | | | | **Key Skills** | | |
| 1. Food | | * I can understand and join in with a story. (Half the story) * I can name food items in Mandarin. | | | | | * To recall different types of food. | | |
| 1. Food | | * I can understand and join in with a story. (Second half of the story) * I can name food items in Mandarin. | | | | | * To recall different types of food in the Hungry Caterpillar/Greedy Mouse stories. | | |
| 1. Please may I have? | | * I can count items and use ‘some’ for amounts. * I can ask politely for something. | | | | | * To understand key features and patterns of basic grammar in the context of food. | | |
| 1. Like/don’t like | | * I can say if I like or dislike a food. * I can make the correct choice between ‘wǒ bùxǐhuan’ and ‘wǒxǐhuan’ * I can understand someone’s food preferences. | | | | | * To understand key features and patterns of basic grammar in the context of stating preferences about food. | | |
| 1. What colour is it? | | * I can describe what colour something is. * I can add words to be more precise about a colour. * I can place words in the correct order | | | | | * To describe people, places, things and actions orally and in writing in the context of describing food by colour. | | |
| 1. Describing food. | | * I know a range of adjectives to describe food items. * I can explain that adjective spelling depends on number and gender. | | | | | * To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives | | |
| 1. I’m hungry/Re-read the story to Year 2 children. | | * I know the vocabulary I need to talk about food. * I can request the food I would like. * I can ask and answer questions about food in a role play activity. * To be able to re-read the story to Year 2 children. | | | | | * To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food. | | |
| |  |  | | --- | --- | | *Prior Knowledge* | *Further Knowledge* | | The children will have learnt previous vocabulary about numbers and colours in EYFS and year 1. | They will cover associated topics such as eating out, fruit and vegetables as well as restaurants in years 3, 4 and 5. |   Themes | | | | | | | | | |
|  |  | | | | | | | | **Links across the MFL curriculum** |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** | Numbers | | **1** | Colours/Numbers | | **2** | Colours | | **3** | Shopping | | **4** | Eating out | | **5** | At the shops | | **6** |  | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 5 | | | | | | | |
|  |  | | | | | | | |