**Year 6 MFL Curriculum – Summer 1**

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| **Mandarin – Discovering China or Chinese performance** | | | | | | | | | |
| **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. | | | 在哪里 | zàinǎli | Where is…..? |  | | **Geography** – Learning about China/Compass directions  **PSHE** – Respect  **History –** Chinese history  **English** –  **Science –**  Maths –Compass directions  DT – | |
| 这里是 | zhèlǐ shì | Here is….. | 北běi North | |
| 你怎么说。。。用中文？ | nǐzěnme shuō 。。。yòng zhōngwén？ | How do we say….in Chinese? | 南nán South | |
| .....什么意味 着？ | ..... shénmeyìwèi zhe？ | What does……mean? | 东dōng East | |
| 新加坡 | xīnjiāpō | Singapore | 西xī West | |
| 香港 | xiānggǎng | Hong Kong | 是的。。。。shìde 。。。。 It is….. | |
| 澳门 | àomén | Macau | 动物园 dòngwùyuán zoo | |
| 中国 | zhōngguó | China | 锦里街 jǐnlǐ jiē Jinli Street | |
| 中国台北 | táiběi | Taipai |  | |
| 中国长城 | zhōngguó chángchéng | The Great Wall of China | 兵马俑 bīngmǎyǒng Terracotta army | |
| 颐和园 | yíhéyuán | Summer Palace |  | |
| 大熊猫 | dàxióngmāo | Giant Pandas |  | |
| **Lesson Sequence** | | **Key Knowledge/I can statements** | | | | | **Key Skills** | | |
| Either YCT practice and Chinese Performance or Discovering China   1. Neighbours | | * I can compare countries using the appropriate adjectives and verbs. * I can say where Chinese is spoken and recall some geographic facts about China. | | | | | * 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 world. | | |
| 1. Distances | | * I can write sentences in Mandarin to answer questions about distances. | | | | | * 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 world. | | |
| 1. Directions | | * I can use directions to find places in China. | | | | | * To give directions using Mandarin words. | | |
| 1. Beijing | | * I can create a leaflet to encourage people to visit Beijing. | | | | | * Children can listen attentively to spoken language and show understanding by joining in and responding, in the context of understanding a city (using geographical terms). | | |
| 1. Chengdu | | * I can participate in a role play about visiting China and Chengdu. * I can talk about the giant pandas and what to eat at a restaurant. | | | | | * To take part in a role play using Mandarin words. | | |
| 1. Famous Chinese people or famous sites in China. | | * I can explain facts about something or someone in a role play situation. | | | | | * To take part in a role play. | | |
| 1. Recap through games and songs – What do you know about China? | | * I can recall information and use it to participate in games and practice the song. * I can explain what I like to do at school e.g. sing songs/play games/draw | | | | | * 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 country - China. | | |
| |  |  | | --- | --- | | **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 about Beijing and Harbin in Year 5 and can use this vocabulary when building their new sentences. They may have come across words to describe animals such as pandas in Years 1 and 2 – this will be useful when talking about a zoo. | When they move to secondary school they will learn about China and the Far East in Geography and the history of China in GCSE history. If the school does Mandarin, they will cover all these aspects again - recap. | | | | | | | | | | |  | 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 a tourist. |
| **Listening** | * Lessons 1-7 | | | | | | | | |  |  | | --- | --- | | **EYFS** | About China | | **1** |  | | **2** |  | | **3** |  | | **4** | My world | | **5** | Explore Beijing and Harbin | | **6** |  | |
| **Speaking** | * Lessons 1-7 | | | | | | | |
| **Writing** | * Lessons 2, 4 and 5 | | | | | | | |
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