



**LITTLE BOWDEN
PRIMARY SCHOOL**

'Working together to love learning'

**THE MFL CURRICULUM (MANDARIN):
A PROGRESSION**

At Little Bowden, our MFL progression is **ambitious, memorable and diverse**. Not only does it align to the National Curriculum Programme of Study for Languages as detailed below, but it provides our pupils with an opportunity to listen, to speak, read, and write in Mandarin, a non-European language that is phonetically different to English. The expectation is that the children will communicate with increasing confidence and fluency, listen carefully to the Mandarin pronunciation and intonation, as well as recognise the Chinese characters in text or read and write in pinyin. By the start of upper KS2, they will be equipped with excellent skills and knowledge as they have been taught by native speakers so that they can sit the Youth China Tests 1 and 2, which are internationally recognised examinations. More importantly, our pupils will have an appreciation and motivation for learning languages at secondary school through curiosity and an understanding of the wider world.

Our long-term plan ensures progression in key language knowledge and aims from an early age. Little Bowden Primary goes beyond the requirements of the National Curriculum for languages by starting our programme in KS1, as feedback has shown that our children relish the challenge of studying Mandarin.

Access to language learning begins in the Early Years through singing, dance and lessons about the culture of China, however due to prioritising English phonics, MFL lessons will not take place in 2024-2025 for our youngest cohort. Each year group from Yr 1 onwards will cover a range of six topics in a year, from family, pets, numbers and colours, so that they can recognise Mandarin words as well as confidently converse with people from China or with other Mandarin speakers. Our pupils are expected to learn chunks of topic related vocabulary as well as recall certain phrases or words to answer comprehension tasks or verbal questions. They are also required to use key grammar correctly and participate in role plays or in an end of year school production, which gives them the scope for performance art.

Through their MFL journey, Little Bowden pupils will experience lots of cultural opportunities from calligraphy, reciting poetry, Kung fu to fan dancing. They will also explore the interplay between Mandarin and English whilst absorbing the language, allowing them to identify the differences in landscapes, clothing, animals, climate or foods. These planned opportunities are designed to enhance our learner's appreciation of Chinese culture.

Languages programmes of study: KS2 aims by the Department of Education

The national curriculum for language aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

EYFS/KS/KS2 Mandarin map – 2024/5

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	About China – geography, culture, music and songs	Animals and pets	My body	Animals	My family	Hobbies/Free Time	Daily routines 2
Autumn 2	Chinese Autumn festivals/stories	My family	Food and drink	Feelings and emotions	Telling the time	Food and drink 2	Pen pals (asking questions)
Spring 1	Chinese New Year	Colours	Likes and dislikes	Shopping	Eating out	Clothes shopping	Weather
Spring 2	Chinese greetings	Numbers 20-50	Colours	School/Numbers 50-100	Classroom objects/Colours	Routines	Revision for YCT 1-2/ Likes and dislikes
Summer 1	Numbers 1-20	Days of the week	People around me	My favourite sports	My body 2	All about school 2	Chinese Art and Performance
Summer 2	Dragon Boat race	Explore Beijing and Harbin Chinese art and dance	Songs and feelings	Days of the week/Time and date	Sport/Olympics	The history of China	The next adventure/cultural exchange trip

Key Aims Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and reading	<ul style="list-style-type: none"> Exploring the patterns of language through songs and rhymes. 	<ul style="list-style-type: none"> Exploring the patterns of language through songs and rhymes. 	<ul style="list-style-type: none"> Exploring the patterns of language through songs and rhymes. Listen attentively to short conversations and showing understanding by joining in and responding. 	<ul style="list-style-type: none"> Exploring the patterns of language through songs and rhymes. Listen attentively to short conversations and showing understanding by joining in and responding. Reading carefully and showing understanding of words and phrases in a familiar text 			
Retrieval skills and vocabulary retention	<ul style="list-style-type: none"> Key vocabulary is identified for each unit (see medium term plans) Vocabulary is progressive and not limited to the YCT 1-2 vocabulary lists. Retrieval practice should be regular, consistent and cumulative. 						
Understanding and application of grammar	<ul style="list-style-type: none"> Key phonic vowel and consonant sounds 	<ul style="list-style-type: none"> Key phonic sounds 	<ul style="list-style-type: none"> Key phonic vowel and consonant sounds 	<ul style="list-style-type: none"> Key phonic vowel and consonant sounds 	<ul style="list-style-type: none"> Adjectives Word order and how this sometimes differs from English. 	<ul style="list-style-type: none"> Opinion phrases and how to justify them. 	
Successful communication skills	<ul style="list-style-type: none"> Developing accurate pronunciation. Joining in with songs. 	<ul style="list-style-type: none"> Developing accurate pronunciation and knowledge of key phonic sounds so that the speech is clear and understood. Speaking in sentences, using familiar language and basic language structures. Engaging in conversations and asking questions. 			<ul style="list-style-type: none"> Engaging in conversations and asking questions. Writing sentences from memory. 	<ul style="list-style-type: none"> Presenting ideas and information clearly to a range of audiences Seeking help and clarification. Writing extended sentences from memory and adapting familiar sentences to include new language. 	

