

# Mandarin Primary Curriculum Overview



## Our primary curriculum aims to ensure our pupils:

- develop a solid knowledge for the Chinese language and the culture.
- develop a strong lifelong language skill (listening, speaking, reading and writing) in Mandarin, which will enable them to have competitive advantage in the world of business as China's booming economy continues to grow.
- foster their curiosity and deepen their understanding of the world.

## Units/Topics

1. Knowledge about language 有关语言的学问
2. China, Chinese and saying hello 中国，中文，学说“你好”
3. About me: name and questions 自我介绍：姓名及提问
4. Numbers and age 1-10 数字及年龄（一到十）
5. Numbers 11-100 and measure words 数字和量词（十一到九十九）
6. Family 家庭
7. Countries and colours 国家和颜色
8. Pets and Animals 宠物和动物
9. Food and drink 食品和饮料
10. Hobbies/Sports 爱好和体育
11. Time and timetables 时间和日程表
12. Weather 天气
13. Clothes 衣服
14. Colours 颜色
15. Parts of the body 身体的各个部位

## Year 3 (First year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topics</b>	<b>Establishing Mandarin</b> <ul style="list-style-type: none"> <li>• Knowledge about China</li> <li>• Basic knowledge about Pinyin</li> <li>• Greetings</li> <li>• Mid-Autumn festival</li> </ul>	<b>Numbers and characters</b> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Characters-pictograph</li> <li>• Christmas celebration in China</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> I, you, hello teacher, goodbye, my name is ..., what's your name? Thank you, moon, big and small</li> <li>• <b>Phonics:</b> To begin to understand that spoken Mandarin has four tones</li> <li>• <b>Grammar:</b> To use my name is (Wo jiao...) sentence pattern.</li> <li>• Listening: To understand classroom instructions in Mandarin</li> <li>• Speaking: To say simple greetings in Mandarin</li> <li>• Reading: To read simple pictogram words in Chinese characters</li> <li>• Writing: To experiment with writing simple pictograms</li> <li>• Context and Cultural understanding: To know how Chinese people celebrate Mid-Autumn festival and to understand the Houyi story, to understand that characters are a significant feature of Chinese language.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Numbers 1-10</li> <li>• <b>Phonics:</b> yi-ee, tones on numbers in Pinyin.</li> <li>• Listening: To understand numbers 1-10. To listen to the Little Red Riding Hood story related to numbers in Mandarin.</li> <li>• Speaking: To say numbers according to the number of objects.</li> <li>• Reading: To recognise numbers 1-10 in Chinese characters.</li> <li>• Writing: To write 1-10 in Chinese characters.</li> <li>• Context &amp; Cultural understanding: Chinese number gestures and Chinese lucky numbers</li> <li>• Context &amp; Cultural understanding: compare with how people celebrate the Christmas in UK and China.</li> </ul>
<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Starting to listen and respond to familiar spoken words and phrases</li> <li>• Starting to communicate with others using simple words, phrases and some short sentences</li> <li>• Recognise the meaning of a all number of foundational pictograms</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p>How does this link to NC expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Recognises and understands some familiar written words and phrases in pinyin.</li> <li>• Shows awareness of sound-spelling links in pinyin.</li> <li>• Seek clarification and help.</li> </ul>

Unit Overview	Spring 1	Spring 2
<b>Context &amp; Topics</b>	<p><b>Chinese New Year</b></p> <ul style="list-style-type: none"> <li>Chinese New Year tradition and customs</li> <li>Chinese Zodiac story</li> <li>Zodiac animals</li> </ul>	<p><b>My family</b></p> <ul style="list-style-type: none"> <li>Family members</li> <li>Introducing my family</li> <li>Chinese family culture</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> horse, sheep, dragon, rabbit, pig, snake, monkey, chicken, cow, tiger, bird, dog, cat</li> <li><b>Phonics:</b> a – ma (horse) with four tones, ( link to same phonics to English:a,b, p m f d t n l g k h/ch, sh/an )</li> <li><b>Grammar:</b> To use sentence pattern: “This is …”in Mandarin and to as ‘What is this?’</li> <li>Listening: To listen to Chinese animal poems with onomatopoeic sounds; To understand words for Chinese zodiac animals</li> <li>Speaking: To say animals in Mandarin</li> <li>Reading: To recognise some animals in characters</li> <li>Writing: To write simple animal characters 马-horse, 羊-sheep, 牛-ox</li> <li>Context &amp; Cultural understanding: How do people celebrate Chinese New Year and the significance of different animals in the Chinese Zodiac. The story of the great race.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> mum, dad, big brother, little brother, big sister, little sister, I, you, he/she, is that correct? (对不 对,who is this?)</li> <li><b>Phonics</b> to say the phonics a and an</li> <li><b>Grammar:</b> to use ‘de’ for belonging</li> <li>Listening: to understand the family members</li> <li>Speaking: to talk about the family members</li> <li>Reading: to read the pinyin for family members</li> <li>Writing: to write the pinyin for family member</li> <li>Context &amp; Cultural understanding: to understand a range of different family structures in China and the UK</li> </ul>
<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Applies phonic knowledge to support writing in pinyin where graphemes are similar to those in English (a/ b p m f d t n l g k h/ ch sh /an)</li> <li>Seek clarification and help</li> </ul>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Recognises and understands some familiar written words and phrases in pinyin</li> <li>Shows awareness of sound-spelling links in pinyin</li> <li>Seek clarification and help</li> </ul>

Unit Overview	Summer 1	Summer 2
<b>Context &amp; Topic</b>	<p><b>Where are you from?</b></p> <ul style="list-style-type: none"> <li>• Country</li> <li>• Nationality</li> <li>• Colours</li> </ul>	<p><b>My body</b></p> <ul style="list-style-type: none"> <li>• Body parts</li> <li>• Songs</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> China, UK, go to, America, France, India, Pakistan, red, yellow, blue, green, white, black</li> <li>• <b>Phonics:</b> an, en, in</li> <li>• <b>Grammar:</b> to use the sentence for 'what's your nationality? and I am...'</li> <li>• Listening: to be able to identify where people are from</li> <li>• Speaking: to say my nationality</li> <li>• Reading: to read the sentences for where people are from.</li> <li>• Writing: to write China, UK 中国, 英国</li> <li>• Context &amp; Cultural understanding: to understand a wider world and culture difference between China and the UK; to recognise different national flags</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> eyes, ears, nose, hair, mouth</li> <li>• <b>Phonics:</b> ou – tou, kou, you</li> <li>• <b>Grammar:</b> to use 'you' for to have and 'mei you' for not to have</li> <li>• Listening: to understand what body parts I have/don't have</li> <li>• Speaking: to say what I have/don't have</li> <li>• Reading: to read the words for body parts in pinyin</li> <li>• Writing: to write what I have/don't have in pinyin</li> </ul>
<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Listens for specific phonemes, words and phrases</li> <li>• Communicates by asking and answering a wider range of questions and presenting short pieces of information</li> </ul>	<ul style="list-style-type: none"> <li>• How does this link to expectations – or greater depth</li> <li>• Listens for specific words and phrases</li> <li>• Begins to distinguish between the four tones</li> </ul>

## Year 4 (second year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topics</b>	<p><b>How old are you?</b></p> <ul style="list-style-type: none"> <li>Numbers 1-100 • How old are you?</li> <li>Pinyin and four tones</li> </ul>	<p><b>Special days with special people</b></p> <ul style="list-style-type: none"> <li>Family members and friends</li> <li>Key words for Mid-Autumn festival</li> <li>Christmas celebration</li> <li>Christmas song</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> numbers 1-100 in Mandarin, years old, you, I, how many</li> <li><b>Phonics:</b> vowels- a o e i u ü</li> <li><b>Grammar:</b> To use sentence pattern “I am ...years old”</li> <li>Listening: To understand the question “How old are you”; to understand other people’s age</li> <li>Speaking: To say how old I am and to say how old other people are.</li> <li>Reading: To find out different people’s ages from □ different short sentences</li> <li>Writing: to write 几-how many 岁-years old, numbers1- 20 • Context &amp; Cultural understanding: To begin to know Chinese special birthdays and how to celebrate special birthdays.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> mum, dad, big brother, little brother, big sister, little sister, friend, I, you, he/she, is that correct? (对不对) ,who is this? This is ....., festival, MidAutumn Festival, Dragon Boat Festival</li> <li><b>Phonics:</b> to say the phonics a and an</li> <li><b>Grammar:</b> to use ‘de’ for belonging</li> <li>Listening: to understand the family members</li> <li>Speaking: to talk about the family members and introduce a friend</li> <li>Reading: to read the pinyin for family members</li> <li>Writing: to write the pinyin for family member</li> <li>Context &amp; Cultural understanding: to understand a range of different family structures in China and the UK</li> </ul>
<b>Greater depth</b>	<p>How does this link to NC expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Reads and understands familiar written words, phrases and short texts made of simple sentences in pinyin</li> <li>Communicates with others using a wider range of words, phrases and short sentences</li> </ul>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Read aloud with accurate pronunciation</li> <li>Applies phonic knowledge to support writing in pinyin.</li> </ul>

Unit Overview	Spring 1	Spring 2
<b>Context &amp; Topics</b>	<b>Dates</b> <ul style="list-style-type: none"> <li>Months, days</li> <li>Days of the week</li> <li>Chinese New Year celebration</li> </ul>	<b>My hobbies</b> <ul style="list-style-type: none"> <li>Hobbies activities</li> <li>Sports</li> <li>Physical activities in China</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> numbers 1-12, 12 months, date, month, today, birthday, Christmas, New Year, festival, Mid-Autumn Festival, Dragon Boat Festival</li> <li><b>Phonics:</b> b p m f d t n l g k h j q x</li> <li><b>Grammar:</b> To use 几 to form questions (to ask the date)</li> <li>Listening: To be able to identify different dates in Mandarin</li> <li>Speaking: To ask and answer what day is it?</li> <li>Reading: To recognise dates in Chinese characters</li> <li>Writing: To write month, day and birthday in Chinese characters</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> listen to music, surf on internet, chatting, going out with friends, play music, drawing. Sports: play tennis, badminton, football, dance, gym</li> <li><b>Phonics:</b> z c s y w</li> <li><b>Grammar:</b> to use the sentence pattern “to play”, “to do” and other action verbs for hobbies</li> <li>Listening: to understand “what do you during your free time?”</li> <li>Speaking: to say what hobby or sport you do</li> <li>Reading: to recognise different activities</li> <li>Writing: To be able to write down some activities and verbs 打 画画 听音乐 去完 足球</li> <li>Context &amp; Cultural understanding: To discover Chinese sports</li> </ul>
<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation.</li> <li>Seek clarification and help</li> </ul>	<ul style="list-style-type: none"> <li>How does this link to expectations – or greater depth</li> <li>Explores the patterns and sounds of the language to help develop accurate pronunciation and intonation</li> <li>Communicates with others using a wider range of words, phrases and short sentences</li> </ul>

Unit Overview	Summer 1	Summer 2
<b>Context &amp; Topic</b>	<b>My favourite food and drink</b> <ul style="list-style-type: none"> <li>Chinese food and western food</li> <li>Chinese food culture</li> <li>Food and drink items</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>End of year assessment</li> <li>Cultural project: healthy lifestyle in China</li> </ul>
<b>Skills:</b>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li><b>Vocabulary:</b> dumplings, noodles, rice, water, milk, juice burger and chocolate, I eat...I drink...</li> <li><b>Phonics:</b> z c s y w</li> <li><b>Grammar:</b> to use the sentence pattern “to eat” and “to drink”</li> <li>Listening: to understand “what do you drink/eat?” in Mandarin</li> <li>Speaking: to say what different food people are eating</li> <li>Reading: to recognise different food in a sentence and on a shopping list</li> <li>Writing: To be able to write down some food and drink item 米-rice, 水-water, 吃-to eat</li> <li>Context &amp; Cultural understanding: To begin to understand Chinese food culture.</li> </ul>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li><b>Vocabulary:</b> to revise all key vocab learned so far</li> <li>Listening: to understand questions, key words learned.</li> <li>Speaking: to have a simple conversation on the topics learned</li> <li>Reading: to read text in pinyin and some characters</li> <li>Writing: to write simple characters learned.</li> <li>Context &amp; Cultural understanding: To explore healthy eating and lifestyle of Chinese people.</li> </ul>
<b>Greater depth</b>	How does this link to expectations – or greater depth <ul style="list-style-type: none"> <li>Explores the patterns and sounds of the language to help develop accurate pronunciation and intonation</li> <li>Communicates with others using a wider range of words, phrases and short sentences</li> </ul>	How does this link to expectations – or greater depth • <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions;</li> <li>Develop accurate pronunciation and intonation.</li> <li>Speaking in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>

## Year 5 (third year of learning)

Unit Overview	Autumn1	Autumn2
<p><b>Context &amp; Topic</b></p>	<p><b>Introduce yourself and Investigating Chinese characters</b></p> <ul style="list-style-type: none"> <li>Greetings and more family members</li> <li>Chinese characters system</li> <li>Classroom objects</li> </ul>	<p><b>My school</b></p> <ul style="list-style-type: none"> <li>School subjects</li> <li>Months and dates</li> <li>Key words and sentences for Mid-Autumn festival and celebrations in China</li> </ul>
<p><b>Skills</b></p>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> parents, big brother, little brother, big sister, little sister, hello teacher, goodbye, thank you, please sit down, please stand up, correct, incorrect, textbook, bag, pen, book bag, book, ruler, school, look, can you repeat that please?</li> <li><b>Phonics:</b> <ul style="list-style-type: none"> <li>de- dur, an – kan, zhi, chi, shi</li> </ul> </li> <li><b>Grammar:</b> <ul style="list-style-type: none"> <li>to begin using “de” possessive pattern for belongings. To use ‘to have’ and ‘not to have’ , to use question word ‘how many’ to ask ‘How many people in your family’.</li> </ul> </li> <li>Listening: To understand what classroom objects need to be used in lessons</li> <li>Speaking: To be able to say what they have in their book bag</li> <li>Reading: To recognise classroom objects in pinyin</li> <li>Writing: To make labels for the school environment</li> <li>Context &amp; Cultural understanding: To begin to understand school life in China, to understand ideograph in Chinese characters and the definition of radicals and strokes</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> English, maths, geography, history, art, P.E, languages moon cake, eat, happy, Moon festival, Christmas, year, month, date, number 1-100</li> <li><b>Grammar:</b> to understand the link between numbers and dates.</li> <li>Listening: To understand keys word for Mid-Autumn Festival, to understand questions about birthday and dates.</li> <li>Speaking: to ask and answer questions about birthdays</li> <li>Reading: To be able to read months and dates, numbers 1-100 in characters</li> <li>Writing: To write months, dates, birthday and numbers 1- 100</li> <li>Context &amp; Cultural understanding: investigate the main traditional festivals: Spring Festival (inc lantern Festival), MidAutumn, Dragon Boat, Qingming, Double 7th</li> </ul>

<p><b>Greater depth</b></p>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Communicates with others using a wider range of words, phrases and short sentences</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others</li> </ul>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Listens for specific phonemes, words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul>
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Unit Overview	Spring 1	Spring 2
<p><b>Context &amp; Topics</b></p>	<p><b>My daily routine.</b></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Daily routine</li> <li>• Telling time</li> <li>• Chinese New Year traditions and customs</li> </ul>	<p><b>My daily routine: where I live</b></p> <ul style="list-style-type: none"> <li>• Countries</li> <li>• Places in town</li> <li>• Time indicators</li> <li>• Give opinions</li> </ul>
<p><b>Skills:</b></p>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Monday to Sunday, o'clock, go to school, get up, eat, go home, go to bed..... Recap: day, month, moon, mid-autumn festival,</li> <li>• <b>Grammar:</b> to use the sentence pattern for what time it is now. The use of 'er' and 'liang'.</li> <li>• Listening: to understand the question and answer for what time it is, to understand daily routine.</li> <li>• Speaking: to ask and answer 'what time is it now?' □ to talk about daily routine.</li> <li>• Reading: To read the time and daily activities in Chinese characters</li> <li>• Writing: To write time in Chinese characters</li> <li>• Context &amp; Cultural understanding: to be able to retell the story of Chang e; compare with the Mid- autumn festival and Easter, negative connotation of gifting clocks</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> places in town, countries, today, tomorrow, weekend, days of the week, fun, beautiful, ugly, (not) convenient, nice</li> <li>• <b>Phonics:</b> Use correct tones with countries</li> <li>• <b>Grammar:</b> To use question words "which" 'where', giving opinions "I think", "I find", "I like", "I dislike"</li> <li>• Listening: To understand where people are at /going to</li> <li>• Speaking: To describe a routine</li> <li>• Reading: To read the time indicators and opinions</li> <li>• Writing: To write simple characters for opinions</li> <li>• Context &amp; Cultural understanding: Introduce: Use Google images to find pictures of Chinese shops/supermarkets; schools, bus stops, parks, home and opinions</li> </ul>

<p><b>Greater depth</b></p>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Listen attentively and understand spoken and some written language.</li> <li>• Understand basic grammar of using question words to ask questions and answer questions.</li> <li>• Engage in conversations, ask and answer questions.</li> <li>• Write some characters in the correct stroke order.</li> <li>• Appreciate Chinese culture.</li> <li>• Broaden their vocabulary.</li> <li>• Write some words from memory.</li> </ul>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Listen attentively and understand spoken and some written language.</li> <li>• Understand basic grammar of using question words to ask questions and answer questions.</li> <li>• Engage in conversations, ask and answer questions.</li> <li>• Write some characters in the correct stroke order.</li> <li>• Appreciate Chinese culture.</li> <li>• Broaden their vocabulary.</li> <li>• Write some words from memory.</li> </ul>
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Unit Overview	Summer 1	Summer 2
<p><b>Context &amp; Topic</b></p>	<p><b>What's the weather like today?</b></p> <ul style="list-style-type: none"> <li>• Time indicators</li> <li>• Directions</li> <li>• Weather</li> </ul>	<p><b>Revision and assessment</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Clothes</li> <li>• End of year assessment</li> <li>• Cultural project</li> </ul>
<p><b>Skills:</b></p>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> today, tomorrow, weekend, north, south east, west, north-east/west, south east/west, rainy, cloudy, sunny, windy</li> <li>• <b>Grammar:</b> To use “to be” as an indicator of locations</li> <li>• Listening: To understand directions and weather</li> <li>• Speaking: To say what weather is today, tomorrow and different parts of a country</li> <li>• Reading: To read the sentences about different weather and locations</li> <li>• Writing: To write simple characters for weather</li> <li>• Context &amp; Cultural understanding: To discover the different climate in China</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> to revise all key vocabulary learned so far and basic clothes: T-shirt, jumper, trousers, hat.</li> <li>• Listening: to understand questions, key words learned.</li> <li>• Speaking: to have a simple conversation on the topics learned.</li> <li>• Reading: to read key words learned and to extract information from a short passage.</li> <li>• Writing: to write simple characters learned</li> <li>• Context &amp; Cultural understanding: To learn about all the different ethnic groups and traditional clothes, accessories of China</li> </ul>

<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Communicates by asking and answering a wider range of questions and presenting short pieces of information</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<p>How does this link to expectations – or greater depth •</p> <p>Engage in conversations; ask and answer questions;</p> <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation.</li> <li>Speaking in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>
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## Year 6 (Fourth year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topics</b>	<p><b>My feelings</b></p> <ul style="list-style-type: none"> <li>Feelings</li> <li>Introduce a friend</li> <li>Opinions</li> </ul>	<p><b>My daily routine.</b></p> <ul style="list-style-type: none"> <li>Countries</li> <li>Nationalities and languages</li> <li>Mid-Autumn festival</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> happy, tired, sad, hurt, best friend</li> <li><b>Phonics:</b> zh- sh- x-</li> <li><b>Grammar:</b> to use “How are you?”, “This is ...” “because” 好+ verb for opinions</li> <li>Listening: to understand feelings, longer description and opinions</li> <li>Speaking: to give longer answers to simple questions with correct pronunciation, to express feelings such as ‘ my tummy hurts.’</li> <li>Reading: to recognise feelings and opinions in Chinese characters.</li> <li>Writing: to write up 12 basic characters for feelings and opinions: 高兴, 累, 难过, 疼, 好玩, 好看</li> <li>Context &amp; Cultural understanding: the importance of the question ‘How are you?’ linked with your body and food.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> China ,UK. France, America, India, Pakistan, nationalities (countries+ 人), languages (countries+语)</li> <li><b>Phonics:</b> vowels -u, -uo, -ou</li> <li><b>Grammar:</b> to use ‘where’ ‘what’ to ask questions like where do you live? What language do you speak?</li> <li>Listening: to understand longer questions about nationalities, languages and feelings</li> <li>Speaking: to give longer answers to simple questions with correct pronunciation, to express feelings such as ‘ my tummy hurts.’</li> <li>Reading: to distinguish countries, nationalities and languages</li> <li>Writing: to write up 12 basic characters and countries : ‘ 中国’ ‘英国’ ‘美国, 法国, 公园, 家</li> <li>Context Cultural understanding: to be able to appreciate the difference between countries and languages.</li> </ul>

<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Reads and understands familiar written words, phrases and short texts made of simple sentences.</li> <li>• Communicates with others using a wider range of words, phrases and short sentences.</li> </ul>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>• Listens for specific phonemes, words and phrases</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul>
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<b>Unit Overview</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Context &amp; Topics</b>	<p><b>What I like</b></p> <ul style="list-style-type: none"> <li>• Hobbies/Sports giving opinions</li> <li>• More pet and animals</li> <li>• Time indicators</li> <li>• Chinese New Year traditions and celebration.</li> </ul>	<p><b>Describing a school day and a friend</b></p> <ul style="list-style-type: none"> <li>• Describing school life and people around you</li> <li>• Body parts</li> <li>• Food and drink (more in depth)</li> <li>• Colours</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Revise all the vocabulary for activities, time indicators and animals. New vocab: Chinese New Year traditional decorations and objects: 红包, 花火, 灯笼</li> <li>• <b>Phonic:</b> Tones</li> <li>• <b>Grammar:</b> To use two different measure words to describe pets and animals. To express opinion on different food and drinks using like or dislike.</li> <li>• Listening: to understand questions requiring information relates to measure words. For example: ‘How many rabbits do you have?’</li> <li>• Speaking: to describe how many of each animal you or others have. To say like or dislike certain food and drinks.</li> <li>• Reading: to recognise some radicals on characters and to read key words for animals in Chinese characters.</li> <li>• Writing: to write some characters for pets: ‘猫’ ‘狗’ ‘鱼’</li> <li>• Context &amp; Cultural understanding: to understand how Chinese New Year is celebrated. Able to retrieve facts about customs and celebrations of Chinese New Year from previous learnings.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> tall, short, thin, fat, beautiful, handsome, big, small, good-looking. School subjects: English, maths, geography, history, P.E, art, languages. Opinions: Fun, strict, difficult, easy. New vocabulary (chocolate, apple, ice cream).</li> <li>• Revise body parts, colours, opinions, school subjects</li> <li>• <b>Grammar:</b> to use a range of adjectives to describe a person, to use ‘bu’ to form the negative</li> <li>• Listening: to understand short descriptive sentences</li> <li>• Speaking: to generate a range of descriptive sentences describing a person’s appearance and daily routine</li> <li>• Reading: to read some key words for adjectives in Chinese characters</li> <li>• Writing: To write some simple characters for adjectives, Food and drink ‘吃’ ‘水果’ ‘包子’ ‘饺子’</li> <li>• Context &amp; Cultural understanding: To begin to know some Chinese celebrities and be able to describe the key characters in Chinese opera and how they are portrayed through masks/costumes</li> </ul>

<b>Greater depth</b>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Present ideas and information orally to a range of audiences.</li> </ul>	<p>How does this link to expectations – or greater depth</p> <ul style="list-style-type: none"> <li>describe people, school life, and food orally* and in writing</li> </ul>
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<b>Unit Overview</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Context &amp; Topic</b>	<p><b>Visting China</b></p> <ul style="list-style-type: none"> <li>Weather with directions</li> <li>Clothes</li> <li>Famous places in China</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>End of year assessment</li> <li>Cultural project</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> revise all vocabulary learnt before for weather, measure word for clothes. Famous places in China: ‘Beijing’ ‘Shanghai’ ‘Xian’ ‘Hong Kong’ ‘Great wall of China’ ‘Forbidden city’ ‘Terracotta army’.</li> <li><b>Phonics:</b> Tones</li> <li><b>Grammar:</b> use connectives ‘和’ to describe weather.</li> <li>Speaking: to say what places in China you want to go to and what clothes to bring according to the weather.</li> <li>Reading: to read simple characters for weather and clothes. To recognise different places in Chinese characters.</li> <li>Writing: to write family members: 下雨, 刮风, 冷, 热, 衣服’ Beijing, Shanghai.</li> <li>Context &amp; Cultural understanding: To discover famous places in China.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> to revision all key vocab learned so far • Listening: to understand questions, key words learned.</li> <li>Speaking: to have a simple conversation on the topics learned</li> <li>Reading: to read text in pinyin and some characters</li> <li>Writing: to write simple characters learned</li> <li>Cultural project: Different forms and visual supports to talk about different places and traditions in China.</li> </ul>

<b>Greater depth</b>	How does this link to expectations – or greater depth <ul style="list-style-type: none"><li>• Read carefully and show understanding of words, phrases and simple writing.</li><li>• Broaden their from memory, and adapt these to create new sentences, to express ideas clearly.</li></ul>	How does this link to expectations – or greater depth • Engage in conversations; ask and answer questions; <ul style="list-style-type: none"><li>• Develop accurate pronunciation and intonation.</li><li>• Speaking in sentences, using familiar vocabulary, phrases and basic language structures.</li></ul>
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