**Willow Lane School – MFL Curriculum Map**

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| **Year group** | **Key language learning** | **National Curriculum – end of year expectations** |
| Green class | * Greet someone in Chinese.
* Ask someone how they are feeling.
* Understand their response.
* Ask someone their name.
* Tell someone my name.
* Understand simple classroom language.
* I can recognize the Chinese character 好.
* I can understand numbers 1-10 in Chinese.
* I can say numbers 1-10 in Chinese.
* I can read 1 - 10 in Chinese.
* I can write 1 - 10 in Chinese.
* I can understand the question “how old are you?”
* I can answer the question “how old are you?”
* I can ask other children their age.
* I can understand their answer.
* I can do simple calculations with Chinese numbers.
* I can understand animals in Chinese.
* I can say different animals in Chinese.
* I can ask what pets you have.
* I can say what pets I have.
* I can make a sentence negative.
* I can say four tones in Chinese.
* I can tell apart the four tones in Chinese.
* I can say different food in Chinese.
* I can say different drinks in Chinese.
* I can order food and drink in Chinese.
 | * 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 sound and meaning of words
* understand the basics of the four tones and how it can affect meaning
* explore the patterns and sounds of language through songs and rhymes and link the sound and meaning of words
* understand the basics of the four tones and how it can affect meaning
* engage in conversations; ask and answer questions; seek clarification and help
* speak in basic sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
* understand that Chinese has a different writing system
* recognise numbers, ‘good’ and ‘not good’ in Chinese characters
* write ‘good’ and learn the meaning behind the character
* write 1-10 in Chinese Characters
* understand basic grammar and key features and patterns of the language; for instance, asking a yes/no question with ‘ma’, asking a question with ‘ji’ and ‘shenme’, the use of ‘liang’, and negatives with ‘bu’ and ‘mei’.
* begin to understand how sentences structures are similar or different from English
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| Blue class | * I can introduce my family.
* I can understand others talking simply about their family.
* I can understand a written text about a family.
* I can write a short sentence, with help, about my family.
* I can ask someone’s nationality.
* I can understand when someone says his or her nationality.
* I can understand when someone asks my nationality.
* I can say my nationality.
* I can read countries in Mandarin.
* I can read a paragraph about someone’s name, age and nationality in Mandarin.
* I can say 6 colours in Chinese.
* I can understand 6 colours.
* I can read 6 colours.
* I can write 6 colours with support.
* I can understand the meaning of colour in Beijing Opera masks.
* I can appreciate the difference between Chinese and Western Opera.
* I can understand body parts in Chinese.
* I can say body parts in Chinese.
* I can understand a description of a monster in Chinese – aurally.
* I can describe a monster in Chinese – orally.
* I can read and understand a description in Chinese.
* I can label a body in Chinese.
* I can write a description of a monster in pinyin.
* I can type a description of a monster in Chinese characters.
* I can perform a poem in Chinese.
 | * 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
* continue to work on understanding the four tones and how it can affect meaning
* engage in conversations; ask and answer questions; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
* perform in front of others
* read carefully and show understanding of words and phrases
* be able to recognise characters that they know in large pieces of text
* use knowledge of known characters to infer meaning of unfamiliar characters
* appreciate songs, poems and rhymes in the language
* write characters for family members/body parts with support and place these within basic sentences with support.
* describe family / a monster in writing
* understand basic grammar and key features and patterns of the language; for instance, that Chinese has measure words, singular personal pronouns, that verb conjugation is unnecessary
* understand that sentences structures can be similar or different from English
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| Indigo class | * I can say adjectives of appearance in Chinese.
* I can use adjectives in a sentence to describe someone’s appearance.
* I can listen and understand a description of someone’s appearance in Chinese.
* I can use colours to describe someone’s hair and eye colour.
* I can ask questions about someone’s appearance.
* I can answer questions affirmatively or negatively in Chinese using both 不 and 没.
* I can play a game in Chinese.
* I can read and understand adjectives of appearance in Chinese.
* I can write adjectives of appearance with support.
* I can read and understand hair and eye colours in Chinese.
* I can write a description of someone in Chinese with support.
* I know the colours in Chinese.
* I can ask people’s opinions about colours.
* I can give my opinion about colours I like.
* I can write the colours in Chinese.
* I know how to say different clothes in Chinese.
* I can read different clothes in Chinese.
* I can read and understand a description of what someone is wearing in Chinese.
* I can describe what someone is wearing orally in Chinese.
* I can write a description of what someone is wearing in Chinese.
* I know the colours in Chinese.
* I can ask people’s opinions about colours.
* I can give my opinion about colours I like.
* I can write the colours in Chinese.
* I know how to say different clothes in Chinese.
* I can read different clothes in Chinese.
* I can read and understand a description of what someone is wearing in Chinese.
* I can describe what someone is wearing orally in Chinese.
* I can write a description of what someone is wearing in Chinese.
 | * 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
* continue to work on understanding the four tones and how it can affect meaning
* be able to understand a native speaker using familiar vocabulary
* explore the patterns and sounds of language through songs and rhymes and link the sound and meaning of words
* engage in conversations; ask and answer questions; express opinions; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading pinyin aloud or using familiar words and phrases
* present ideas and information orally
* read carefully and show understanding of words and phrases and simple writing
* be able to recognise characters that they know in large pieces of text
* broaden their vocabulary by using knowledge of known characters to infer meaning of unfamiliar characters
* appreciate stories, songs, poems and rhymes in the language
* describe people, places, things and actions orally and in writing
* write a growing range of characters with support and place these within basic sentences
* understand basic grammar and key features and patterns of the language; for instance different ways to ask questions, how to make a negative sentence, how to assign a colour using ‘的‘
* understand that new sentences can be created by substituting appropriate words
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| Violet class | * I can say the weather.
* I can ask and understand the weather.
* I can read the weather.
* I can write the weather.
* I can tell the time.
* I can ask the time and understand the time.
* I can read the time.
* I can write the time.
* I can ask someone if they want to meet up in Chinese.
* I can say where and when to meet in Chinese.
* I can say the names of places in a town.
* I can ask for directions to a place in town.
* I can understand and follow directions.
* I can give directions.
* I can understand key characters on a Chinese menu.
* I can understand a waiter.
* I can order food and drink in Chinese.
* I can ask for help/ say if I need anything.
* I can use chopsticks.
* I can write a thank you card.
* I can use a bilingual dictionary.
 | * 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
* continue to work on understanding the four tones and how it can affect meaning
* be able to understand a native speaker using familiar vocabulary
* explore the patterns and sounds of language through songs and rhymes and link the sound and meaning of words
* engage in conversations; ask and answer questions; express opinions; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading pinyin aloud or using familiar words and phrases
* present ideas and information orally
* read carefully and show understanding of words and phrases and simple writing
* be able to recognise characters that they know in large pieces of text
* broaden their vocabulary by using knowledge of known characters to infer meaning of unfamiliar characters
* appreciate stories, songs, poems and rhymes in the language
* learn to use a bilingual dictionary (Spanish)
* describe people, places, things and actions orally and in writing
* write a growing range of characters with support and place these within basic sentences
* understand basic grammar and key features and patterns of the language; for instance, that Chinese has measure words and that there are two words for the number 2
* understand that new sentences can be created by substituting appropriate words
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