**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 |
| 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 |
| 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 |
| 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 |