Cropredy C of E Primary School

Curriculum Handbook
MFL
Key Stage 1 and Key Stage 2

Updated: September 2024

Curriculum Statement

INTENT

Children at Cropredy Primary School experience three different languages through their time at Cropredy: French, Spanish and Mandarin to prepare them for wherever they attend secondary school. We aim to broaden children's horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Children will develop a genuine interest and curiosity about foreign languages, cultures and countries that speak these, finding them enjoying and stimulating.
Children will understand how culture and language differ around the round and grow to respect, understand and appreciate people of different ethnic and social backgrounds.

Through language teaching at Cropredy, we aim to broaden children's vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in order to support the study of modern languages at key stage 3.

To develop children's engagement in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help, by focussing the study on practical communication. Lessons will develop children's ability and ambition to communicate with native speakers in speech and writing.

IMPLEMENTATION

Languages lessons at Cropredy allow children to delve deeper into languages from across the world. Throughout Key Stage one, children will have a blocked introduction to two languages, Spanish and French. These will be in the form of an 'International day'. During this time, they will be exposed to cultures which are different to that of Cropredy. Any work which the children produce throughout this time will be recorded in their PSHE books.

As the children progress to Key Stage two, in Years 3, they will use the Language Angels program of study to deepen their understanding of French and Spanish. Areas which will be focused on are: speaking, writing, reading and listening to foreign languages. These lessons will be recorded in a languages book, which will be passed on to the next year group.

As the children move into Year 4, they will undergo a three year program of study, led by Bartholomew Secondary school, in Mandarin. This follows the same pattern of learning about speaking, listening, reading and writing in mandarin. These lessons are taught by a specialist Mandarin teacher. These lessons are also recorded in a languages book.

All classes will have access to a high-quality curriculum that progressive develops their foreign language skills, and increase their vocabulary and grammatical knowledge.

IMPACT

By the time the children leave Cropredy C of E Primary school, we aim for children to be prepared for the three languages which they may be exposed to at Secondary School.

We aim for children to have an appreciation of other countries, cultures and languages around the world. Children will be inquisitive around language and seek to embrace opportunities to use and further their understanding around a country.

RECORDING

As children reach Year 3, they will have a languages book where lessons will be recorded. These will focus predominantly on their written and reading skills in the language. Speaking and listening skills will be focused on during inputs and practical rehearsal of the skills leant in the lessons.

Language speaking will be evidenced on Class and subject pages, throughout the school website.

ASSESSMENT

Assessments in Year 3 are made using the language angels assessment tool. This focusses on the four main parts of language development: speaking, listening, reading and writing. In Year 4, 5 & 6 students are assessed by expert Mandarin teachers, against the KCV's and statements.

INCLUSION

Language lessons at Cropredy are inclusive in their nature, as resources throughout the lessons are differentiated so that all children can be included and access the learning. Repetitive teaching so that children have the chance to recap their learning consistently throughout the unit of work. The use of songs and games are encouraged throughout the units so that all children can access the learning.

Teachers will provide opportunity for children to practice their reading, writing, speaking and listening skills within language lessons so that all children can be included.

CULTURAL CAPITAL

Throughout their time, children will learn about three languages and some cultures which speak those languages. Children in Key Stage One will learn about different countries and places that speak Spanish or French and have cultural experiences of these place through engaging and practical activities. Children in Lower Key Stage Two will explore two different languages (French and Spanish).

Upper Key Stage Two will begin to explore the language and culture associated with Mandarin including learning about Chinese festivals and stories whilst developing there oral and written communication.

Curriculum Overview

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	Country Study Argentina (Spanish)		Country Study Benin (French)		City Study Valencia (Spain)	
2	Places of Interest Study Notre Dame (French)		Country Study Dominican Republic (Spanish)		Country Study Canada (French)	
3	J'aprends le Francais (I'm Learning French) & Les Salutations (Greetings)	Aprendo Español (I'm Learning Spanish) & Los Saludos (Greetings)	Les Couleurs et Les Nombres (Colours and Numbers) & La Date (The date)	Los Colores y Los Números (Colours and Numbers) & La Fecha (The date)	Les Animaux (Animals)	La Fecha (Animals)
4	Greetings (Mandarin)	Chinese Writing and Numbers (Mandarin)	The Chinese Pronunciation System (Mandarin)	Chinese Maths (Mandarin)	The History of Chinese Characters (Mandarin)	Chinese Festivals (Mandarin)
5	Greetings (Mandarin)	Chinese Writing and Numbers (Mandarin)	The Chinese Pronunciation System (Mandarin)	Chinese Maths (Mandarin)	The History of Chinese Characters (Mandarin)	Chinese Festivals (Mandarin)
6	Greetings (Mandarin)	Chinese Writing and Numbers (Mandarin)	The Chinese Pronunciation System (Mandarin)	Chinese Maths (Mandarin)	The History of Chinese Characters (Mandarin)	Chinese Festivals (Mandarin)

Skills Progression - Spanish

SPANISH SPEAKING

YEAR 1

Children will learn how to count orally in Spanish from 1-5.

How to say hello and goodbye in Spanish

Children will learn how to count orally in Spanish from 5 – 10.

YEAR 2

Learn some basic introductions in Spanish such as asking someone if they are alright.

SPANISH SPEAKING

YEAR 3

Ask somebody how they are feeling and what their name is.

Say how we are feeling and our names.

Children will be able to say and write confidently 'hello' (formally and informally) in Spanish and say 'goodbye' and 'see you soon' in Spanish.

Children will be able to start short conversations and ask someone what their name is in Spanish.

Children will be able to confidently count from 1-10 in Spanish ad begin to be able to write down the numbers.

Children will learn and say 10 common colours in Spanish

Children will learn about stress placement on words that end in a consonant and how to stress this on words.

Naming and recognising up to ten animals in Spanish including spelling some of these with their correct indefinite article.

Orally name and remember up to 10 fruits in Spanish.

Ask somebody in Spanish if they like a particular fruit.

Say what fruits we like and dislike in Spanish.

Recognise and recall the 12 months of the year in Spanish.

Ask what the date is and say the date in Spanish.

Ask somebody when their birthday is and say when their own birthday is in French.

YEAR 4

YEAR 5

YEAR 6

Skills Progression - Spanish

SPANISH READING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will read from 1-5 in Spanish.	Children will begin learning to read the numbers from 5-10.	Children will work to be able to identify both colours and numbers when they hear and read them. Learn that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.			

CULTURAL CAPITAL

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will learn about the country of Argentina and some of its key facts and information, such as the flag, capital city (links to London in England), and the language that most people in that country speak – Spanish. Children will know how to locate Argentina on a map. Children will learn about the country of Spain and some of its key facts and information, such as the flag, capital city of Madrid (links to London in England), and the place Valencia is located in the country. Children will know how to locate Valencia on a map.	Children will learn about the country of the Dominican Republic and some of its key facts and information, such as the flag, capital city (links to London in England), and the language that most people in that country speak – Spanish. Children will know how to locate Dominican Republic on a map and understanding that it is part of a large group of islands called the Caribbean.	Locate Spain, Madrid, and a few key cities on a map. Understand the culture and traditions of the Hispanic world better. Explore the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like.			

Skills Progression - Spanish

SPANISH WRITING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Children will be able to write to ask somebody in Spanish how they are feeling and give a reply. Children will learn how to start building simple short sentences in Spanish using using 1st person conjugated verb (soy), an indefinite. Begin to understand the written form of the Spanish fruits Attempt to spell some of these nouns with their correct article/determiner. Learn that months of the year (and days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Learn the 2nd, 3rd, 4th etc is not used in the Spanish date See the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions! Introduce the 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.		

Skills Progression - French

FRENCH SPEAKING		FRENCH SPEAKING			
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will learn how to count in French from 1-5. How to say hello and goodbye in French as well as introduce themselves and ask someone's name.	Learn some basic introductions in French such as asking someone if they are alright.	Being introduced orally to what the first ten numbers are in French. Being introduced orally the names of some colours Children will learn and say 10 common colours in French. Children will continue to identify words with silent letters and develop their pronunciations of words with a guttural 'r'. Go into detail and practice their oral pronunciation of saying hello and goodbye to people. Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. Orally name and remember up to 10 fruits in French. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. Naming and recognising up to ten animals in French, including spelling some of these with their correct indefinite article.			

Skills Progression - French

FRENCH READING		FRENCH READING			
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Children will learn how to read numbers in French from 1-5 as well as orally count to 10. Children will learn how to read and write numbers in French from 1-10.	Children will work to be able to identify both colours and numbers when they hear and read them. Children will learn about cognates where words are spelt similarly as they are in English and are recognisable from this.			

Skills Progression - French

FRENCH WRITING

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Children will be able to confidently count from 1-10 in French ad begin to be able to write down the numbers. Begin to write and spell greetings to people as well as using the correct punctuation within the sentence? Learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc Begin to understand the written form of the French fruits. Attempt to spell some of these nouns with their correct article/ determiner. Children will learn how to start building simple short sentences in French using the personal pronoun (je) with a conjugated verb (suis). Nouns in French can have different articles based on their gender (masculine and feminine nouns).			

Skills Progression - French

CULTURAL CAPITAL

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Understand how different greetings are used within different social situations, dependent whether they are formal or informal. To be able to identify where France is on a map, as well as some key cities such as Paris. To learn that the capital city of France is Paris. Some of the other countries around the world that speak French. Children will explore a range of different French cuisines Exploring the concept of gender in French and starting to understand that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/ determiner is les in French and seeing that this is not affected by gender.			

Skills Progression - Mandarin

YEAR 1	YEAR 2	YEAR 3	MANDARIN SPEAKING YEAR 4	YEAR 5	YEAR 6
			Be able to greet people and ask their name. Know one's Chinese name. Be able to ask and answer how someone is and give thanks. Be able to have an extended conversation in Mandarin by greeting each other and asking and answering one's name and how one is. Learn to express different feelings in Mandarin. To be able to count from 0-10 Learn the idea of 'pinyin linkwords' by drawing on creative methods of learning through Chineasy while learning the zodiac animals. Learn what pinyin is and why it is essential for learning to speak Chinese. Learn the simple vowels a, o, e, i, u, ü. Learn the concept of how the simple vowels combine together to make compound vowels. Learn what the Chinese tones are and why they are essential for learning to speak Chinese. Learn how to count up to 99 in Chinese using the Chinese times tables and doing Chinese maths quizzes. Learn and practice the Chinese tongue twister "Four is Four, Ten is Ten" as a review of pinyin and tones and how to count up to 99. Know the months of them and how to say the dates of them for this academic year in Chinese. Be able to say the dates of key British festivals too. Learn how to ask the date in Chinese. Be able to sing happy birthday in Chinese.		

Skills Progression - Mandarin

YEAR 1	YEAR 2	YEAR 3	MANDARIN READING YEAR 4	YEAR 5	YEAR 6
			Learn the word meaning "year" to say the year of different animals. Learn that Chinese characters are made of building blocks. Practise reading the characters they have learned through the poem "Thoughts in the Silent Night" by the Tang Dynasty Poet Li Bai.		

YEAR 1	YEAR 2	YEAR 3	CULTURE CAPITAL YEAR 4	YEAR 5	YEAR 6
			To know where China is and some basic facts about Chinese language and culture. Learn the Chinese story of "horse horse tiger tiger". Pupils learn about the Chinese Zodiac story and why the cat and dog don't get along. Learn about the origins of Chinese characters through learning about pictographs and can compare them with their study of hieroglyphs if they have learned about Egyptian civilisation. Learn about and apply the Chineasy method and how it links to study of pictographs. Learn the Chinese poem "Thoughts in the Silent Night" by the Tang Dynasty Poet Li Bai. Learn about some key Chinese festivals and there importance to Chinese people.		

Skills Progression - Mandarin

	MANDARIN WRITING	
YEAR 1 YEAR 2 YEAR 3	YEAR 4 YEAR 5 YEAR 6	
	Recognise the Chinese characters for 1, 2, 3, 8 and 10. Learn about Chinese calligraphy and how to hold and use a Chinese writing brush. Learn the basic strokes “héng” (horizontal stroke) and “shù” (vertical stroke). Learn the differences between writing Chinese with a brush and with a pen and the similarities of stroke order when learning to write in English. Learn about the development of the Chinese writing system over time. Learn about the Chinese writing grid and how to write the numbers one and two writing the strokes in the correct position. Learn how Chinese characters and their accompanying pinyin should be written in students’ writing books and review héng by writing 1, 2 and 3 in them. To learn the rule for creating numbers from 11-19 in the context of the 12 Zodiac Animals. Review heng and shu in learning how to write “ten” in Chinese and the stroke order rule “horizontal before vertical”. Learn “piě” (left falling stroke) and “nà” (right falling stroke) so students can learn to write the number eight in Chinese. Learn how to write the character meaning “moon” or “month” while reviewing basic strokes and stroke order. Learn how to write the character meaning “birth/life”	

YEAR 1 Country Study: Argentina

PRIOR LEARNING

Children have an understanding that not all children speak the same language around the world. They may well have been on holiday in some other countries and know some basic language features such as 'hello' in French. Some may have prior experience of speaking other languages.

The children will know that people are different and some examples of different countries through their learning of India in Foundation stage. They will also know about England through their Cropredy topics in Early Years.

KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Children will learn about the country of Argentina and some of its key facts and information, such as the flag, capital city (links to London in England), and the language that most people in that country speak – Spanish.
- Children will know how to locate Argentina on a map.
- Children will know about the traditional Argentinian dance of the Tango and have a go at a few steps themselves!
- Children will learn how to count orally in Spanish from 1-5.
- How to say hello and goodbye in Spanish

HIGH FREQUENCY VOCABULARY 2

Spain	Argentina	Ola
Spanish	Country	adiós

SUBJECT SPECIFIC VOCABULARY 3

Capital City
The capital city of a country

Buenos Aires
The capital city of Argentina

Español – Spanish

Uno - One

Dos - Two

Tres - Three

Cuatro - Four

Cinco - Five

KEY CONCEPT QUESTIONS

Where is Argentina located on a world map?

What are some of the Argentinian traditions that you know?

Can you explain about some traditional Argentinian dances?

How do you count to five in Spanish?

YEAR 1 Country Study: Benin

PRIOR LEARNING

Children have an understanding that not all children speak the same language around the world. They may well have been on holiday in some other countries and know some basic language features such as 'hello' in French. Some may have prior experience of speaking other languages.

KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Children will learn about the country of Benin and some of its key facts and information, such as the flag, capital city (links to London in England), and the language that most people in that country speak – French.
- Children will know how to locate Benin on a map.
- Children will learn how to count in French from 1-5.
- How to say hello and goodbye in French as well as introduce themselves and ask someone's name.
- Children look at some of the ancient kingdom of Benin artefacts and create their own piece using clay.

HIGH FREQUENCY VOCABULARY 2

French	Country	France
Language	Bonjour	
Benin	Au-revoir	

KEY CONCEPT QUESTIONS

Where is Benin located on a world map?

What is special about the ancient kingdom of Benin and its artefacts?

How can you welcome someone new to your class in French?

How do you count to five in French?

SUBJECT SPECIFIC VOCABULARY 3

Capital City
The capital city of a country

Porto-Novo
The capital City of Benin

Africa
One of the seven continents where Benin is located

Continent
Seven areas of land across the world which are split into continents.

Artefacts
Things which have been discovered and give us an idea about what life was like in the past

Un – One

Deux – Two

Trois – Three

Quatre – Four

Cinq – Five

Bonjour – Hello

Au Revoir – Goodbye

Comment t'apples-tu ?
What are you called?

Je m appelle – I'm called

YEAR 1 City Study - Valencia

PRIOR LEARNING

Children have an understanding that not all children speak the same language around the world. They may well have been on holiday in some other countries and know some basic language features such as 'hello' in French. Some may have prior experience of speaking other languages. The children will know that people are different and some examples of different countries. children will know about Argentina which speaks Spanish and how to count to 5 in Spanish

KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Children will learn about the country of Spain and some of its key facts and information, such as the flag, capital city of Madrid (links to London in England), and the place Valencia is located in the country.
- Children will know how to locate Valencia on a map.
- Children will learn how to count orally in Spanish from 5 – 10 and read from 1-5 in Spanish.
- Children look at some of the traditions of Spain, including looking at the famous traditional food of Valencia like Paella – where it originated and oranges.

HIGH FREQUENCY VOCABULARY 2

Spain	City	Dos
Spanish	Ola	Tres
Country	Adios	Cuatro
Capital	Uno	Cinco

SUBJECT SPECIFIC VOCABULARY 3

Valencia
A seaside town on the coast of Spain

Madrid
The Capital City of Spain

Europe
One of the seven continents where Valencia is located

Paella
A traditional Spanish dish which originated in Valencia, consisting of rice and seafood.

Seis – six

Siete – seven

Ocho – eight

Nueve – Nine

Diez – Ten

KEY CONCEPT QUESTIONS

What is the traditional food dish of Spain, and what are the main ingredients?

Where is Valencia located in Spain?

Can you count to ten in Spanish?

Why do you think Valencia is a popular place for people to have a holiday?

YEAR 2 City Study – Paris

PRIOR LEARNING

Throughout Year 1 the children have learnt about a French speaking country, Benin. They know some traditions of Benin and some basic French. This should include counting orally to 5, knowing how to say hello and goodbye and some knowledge that France is not far away from England.

KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Children will learn about the country of France and some of its key facts and information, such as the flag, capital city (links to London in England), and the language that most people in that country speak.
- Children will know how to locate France on a map, then look further into locating Paris on a map.
- Children will learn about the key locations within Paris, such as the Eiffel tower, Louve art gallery and the Arc de Triomphe. This will evolve into looking in depth look into the Notre Dame cathedral with links to the Great Fire of London and the comparison of the two disasters.
- Children will learn how to read numbers in French from 1-5 as well as orally count to 10.
- Learn some basic introductions in French such as asking someone if they are alright.

HIGH FREQUENCY VOCABULARY 2

Un	Cinq	Capital City
Deux	Bonjour	France
Trois	Au Revoir	
Quatre	Continent	

KEY CONCEPT QUESTIONS

Where is Paris located within France?

What do you think are the main things that bring tourists to Paris?

Why was the fire at Notre Dame such a bad thing for the city of Paris?

Can you count to ten in French?

SPIRITUAL

Children will be able to compare events and think about how they affected people.

CULTURAL

Children will recognise important locations to people of a different nationality.

SMSC LINKS

SUBJECT SPECIFIC VOCABULARY 3

Paris
The capital City of France

Europe
One of the seven continents where France is located

Comment t'apples-tu ?
What are you called?

Je m appelle
I'm called

Notre Dame Cathedral
A Catholic cathedral in Paris which is a famour tourist attraction.

Tourist
Someone who comes to visit a place of interest.

Six – six

Sept – Seven

Huit – Eight

Neuf – Nine

Dix – Ten

Ça Va – It is going

Bien – Good

Merci – Thank you

YEAR 2 Country Study – Dominican Republic

PRIOR LEARNING

Throughout Year 1 the children have learnt about two Spanish speaking areas, of Argentina as well as analysing a Spanish City in Valencia. They know some traditions of these countries as well as some basic Spanish numbers and greetings.

KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Children will learn about the country of the Dominican Republic and some of its key facts and information, such as the flag, capital city (links to London in England), and the language that most people in that country speak – Spanish.
- Children will know how to locate Dominican Republic on a map and understanding that it is part of a large group of islands called the Caribbean.
- Children will learn about the most popular sport in the Dominican republic, Baseball and learn some of the basic rules to the sport and how it is played.
- Children will learn how to read and write numbers in Spanish from 5-10-
- Learn some basic introductions in Spanish such as asking someone if they are alright.

HIGH FREQUENCY VOCABULARY 2

Spain	Ola	Tres
Spanish	Adios	Cuatro
Country	Uno	Cinco
Capital City	Dos	

KEY CONCEPT QUESTIONS

Can you introduce yourself to someone in Spanish?

What is the most popular sport in the Dominican republic?

Where is the Dominican Republic located?

How do you count to ten in Spanish?

MORAL
Children to explore the importance of rules and following them around the world.

CULTURAL
Children to explore events that are important to people from different countries.

SMSC LINKS

SUBJECT SPECIFIC VOCABULARY 3

Santo Domingo
The capital City of Dominican Republic

North America
One of the seven continents where Dominican Republic is located.

Caribbean
A series of islands which are located below mainland North America in the Caribbean sea

Rojo - Red

Blanco – White

Azul -Blue

Me llamo… - My name is

estoy bien – I am good

estoy mal – I am bad

¿Cómo estás? – How are you

Seis – six

Siete – seven

Ocho – eight

Nueve – Nine

Diez – Ten

YEAR 2 Country Study – Canada

PRIOR LEARNING

Throughout Year 1 the children have learnt about a French speaking country, Benin. They know some traditions of Benin and some basic French. This should include counting orally to 10 and writing numbers to 5. Children should know how to say hello and goodbye and some knowledge about Paris and the reason people visit it.

KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Children will learn about the country of the Canada and some of its key facts and information, such as the flag, capital city (links to London in England).
- The reason why people speak French in Canada and that French is not the main language of Canada.
- Children will know how to locate Canada on a map and know some of its surrounding ocean.
- Children will learn about some cultural foods of Canada such as Poutine as well as why Maple Syrup was originally made in North America.
- Children will learn how to read and write numbers in French from 1-10 and orally count to 10.
- Learn some basic introductions in French such as asking someone if they are alright.

HIGH FREQUENCY VOCABULARY 2

Un	sept	Continent
Deux	huit	Capital City
Trois	neuf	France
Quatre	dix	Comment
Cinq	Bonjour	t'apples-tu?
six	Au Revoir	Je m appelle

SOCIAL
Children to explore how different people communicate when language is a barrier.

CULTURAL
Children to see how where they live can influence their likes and dislikes.

SMSC LINKS

KEY CONCEPT QUESTIONS

Can you introduce yourself to someone in French?

Why do some people speak French in Canada?

Where is Canada located?

How do you count to ten in French?

SUBJECT SPECIFIC VOCABULARY 3

Ottowa
The capital City of Canada

Maple Leaf
A symbol on the Canadian Flag

Poutine
A traditional Canadian dish consisting of chips, cheese and gravy

North America
One of the seven continents where Canada is located.

Ça Va – It is going

Bien – Good

Merci – Thank you

S'il vous plait – Please

Salut
Casual way of saying Hello in French.

YEAR 3 J'aprends le Francais

PRIOR LEARNING

Within their learning in Key stage one, children have learnt about some key countries (Canada and Benin) which speak French and some of the cultural aspects of those countries. This includes some basic mapwork skills in relation to these countries, tasting traditional dishes and some basic French language. They have also looked at, in more detail in Year 2, the study of Notre Dame. The is a major French monument, in Paris, which has recently been affected by a fire. Children are aware of this and can compare to their local church, as well as analyse the impact in comparison to the Great Fire of London. Again, children will learn about key features of the city and the reasons people visit.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- To be able to identify where France is on a map, as well as some key cities such as Paris.
- To learn that the capital city of France is Paris.
- Some of the other countries around the world that speak French.
- Children will explore a range of different French cuisines.
- Being introduced orally to what the first ten numbers are in French.
- Being introduced orally the names of some colours

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH OU ON OI

- OI sound in trois & noir
- ON sound in marron
- OU sound in rouge
- Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front.
- Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

HIGH FREQUENCY VOCABULARY 2

Bonjour	Comme ci,	Six
Au-revoir	comme ca	Sept
Ca-va	Je m'appelle	Huit
oui	Un	Neuf
Comment tu	Deux	dix
t'appelles?	trois	Orange
non	Quatre	Bleu
Francais	Cinq	Rouge

SUBJECT SPECIFIC VOCABULARY 3

Et toi - And you

Merci - Thank you

Ca va bien - It is good

Ca va mal - It is bad

Silent letters
Silent letters are letters you do not pronounce despite them being there when you read them. Examples in French are 'deux and trois'.

Jaune - Yellow

Vert - Green

Noir - Black

Blanc - White

KEY CONCEPT QUESTIONS

If you say Je m' appelle to someone in French, what are you saying?

Can you count to ten in French?

Can you give me an example of a French word that uses a Silent letter?

Can you say what your favourite colour is in French? Can you ask someone else their favourite colour?

SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to which cultures speak French as well as some ways of life of France as a country.

SMSC LINKS

YEAR 3 Les Salutations

PRIOR LEARNING

Some basic French Geographical knowledge including finding France on a map and know that the capital city of France is Paris.

Children will have identified French speaking countries from around the world and learned about them.

Children will have learned about French culture, monuments and French food.

Children will have been introduced to the first 10 numbers in French, some basic colours and how to say hello and goodbye.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Go into detail and practice their oral pronunciation of saying hello and goodbye to people.
- Begin to write and spell greetings to people as well as using the correct punctuation within the sentence.
- Understand how different greetings are used within different social situations, dependent whether they are formal or informal.

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH OU ON OI

- ON sound in salutations & bonjour
- OU sound in bonjour
- OI sound in au revoir
- Silent letters. We will see that the letter 's' is not pronounced in salutations some final consonants like 's' are nearly always silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in bonjour. Made from the back of the mouth, not the front.
- Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

HIGH FREQUENCY VOCABULARY 2

Bonjour	Je	Formal
Au-revoir	non	Informal
Ca-va	Suis	
oui	Salut	

SUBJECT SPECIFIC VOCABULARY 3

Cognates
A word that is spelt in a similar way to someone's native language

Un - A (masculine)

Une - A (feminine)

Les - The

J'aime - I like

J n'aime pas - I do not like

Est-ce que tu aimes…? - Do you like?

A plus tard - See you later

Comme ci Comme Ca - So So

KEY CONCEPT QUESTIONS

How does saying hello to someone differ between an formal and informal situation?

What do you notice about some of the punctuation used in French writing?

What does the apostrophe replace when attaching it to another word?

What sound does the oi' make in the word au revoir?

SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to ways to communicate in French and how some cultures are different to our own.

SMSC LINKS

YEAR 3 Aprendo Español

PRIOR LEARNING

Within their learning in Key stage one, children have learnt about some key countries (Argentina and the Dominican Republic) which speak Spanish and some of the cultural aspects of those countries. This includes some basic mapwork skills in relation to these countries, tasting traditional dishes and some basic Spanish language. They have also looked at, in more detail in Year 1, an area study of Valencia. This is a Spanish Seaside town which they can compare to the British seaside towns, which they are learning about at the same time. Again, children will learn about key features of the city and the reasons people visit. This will have some really basic understanding of the Spanish language.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Locate Spain, Madrid, and a few key cities on a map.
- Understand the culture and traditions of the Hispanic world better.
- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Being introduced orally to what the first ten numbers are in Spanish.
- Being introduced orally the names of some colours

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH J Ñ LL RR

- CH sound in ocho
- J sound in rojo, naranja, Jasmina, José & Juan Pablo
- Ñ sound in España
- RR sound in marrón
- LL sound in ¿cómo te llamas? & me llamo
- Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion.

HIGH FREQUENCY VOCABULARY 2

Buenos días	Tres	Ocho
Hola	Cuatro	Neuve
Adiós	Cinco	Diez
Uno	Seis	Rojo
Dos	Siete	Naranja

SUBJECT SPECIFIC VOCABULARY 3

Me llamo… - My name is

Estoy bien - I am good

Estoy mal - I am bad

Más o menos - So So

¿Cómo estás? - How are you?

Amarillo - Yellow

Verde - Green

Negro - Black

Blanco - White

SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to which cultures speak Spanish as well as some ways of life of Spain as a country.

SMSC LINKS

KEY CONCEPT QUESTIONS

Where is Spain on a map?

Can you name three countries which speak Spanish?

How would you introduce yourself to someone in Spanish?

How does the Ñ sound in Spanish? For example in España

YEAR 3 Les Saludos

PRIOR LEARNING

Some basic Spanish Geographical knowledge including finding Spain on a map and know that the capital city of Spain is Madrid.

Children will have identified Spanish speaking countries from around the world and learned about them.

Children will have learned about Spanish culture, monuments and Spanish foods.

Children will have been introduced to the first 10 numbers in Spanish, some basic colours and how to say hello and goodbye.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Children will be able to say and write confidently 'hello' (formally and informally) in Spanish.
- Children will be able to start short conversations and ask someone what their name is in Spanish.
- Children will be able to write to ask somebody in Spanish how they are feeling and give a reply.
- Say 'goodbye' and 'see you soon' in Spanish.

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH J Ñ LL RR

- J sound in José, Jorge & Juan Pablo
- LL sound in llamo
- Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in es-toy. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Car-men, lue-go
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo

HIGH FREQUENCY VOCABULARY 2

Hola	Si	Soy
Adiós	I	
Como estas	No	

SUBJECT SPECIFIC VOCABULARY 3

Los Saludos - Greetings

El (masculine) - The

La (feminine) - The

Buenos días - Good morning

¿Cómo estás? - How are you?

Estoy Bien - I am well/good

Estoy Mal - I am not well/good

Más o menos - So so

Hasta luego - See you later

¿Cómo te llamas? - What is your name?

Me llamo… - My name is…

KEY CONCEPT QUESTIONS

How does saying hello to someone differ between a formal and informal situation?

What do you notice about some of the punctuation used in Spanish writing?

What sound does the J make in the names José, Jorge & Juan Pablo?

Can you ask and tell someone how you are feeling in Spanish?

SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to ways to communicate in Spanish and how some cultures are different to our own.

SMSC LINKS

YEAR 3 Les Couleurs Et Les Nombres

PRIOR LEARNING

They will have identified France on a maps, as well as some key cities including Paris, the capital.

Children will know that French is also spoken in other countries around the world.

Will have learned to ask how someone is, and how they feel in French.

Will be able to tell someone their name and ask what theirs is in French.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Children will be able to confidently count from 1-10 in French and begin to be able to write down the numbers.
- Children will learn and say 10 common colours in French.
- Children will work to be able to identify both colours and numbers when they hear and read them.
- Children will continue to identify words with silent letters and develop their pronunciations of words with a guttural 'r'.

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH OU ON OI

- ON sound in marron
- OU sound in couleurs & rouge
- OI sound in noir & trois
- Silent letters. We will see that the letter 's' is not pronounced in couleurs, gris and trois. Some final consonants like 's' are nearly always silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front

HIGH FREQUENCY VOCABULARY 2

Bonjour	Un	Sept
Au-revoir	Deux	Huit
Et toi	Trois	Neuf
Merci	Quatre	Dix
Ca va bien	Cinq	Orange
Va va mal	Six	Violet

SUBJECT SPECIFIC VOCABULARY 3

Silent letters

Silent letters are letters you do not pronounce despite them being there when you read them. Examples in French are 'deux and trois'.

Vert - Green

Gris - Grey

Marron - Brown

Noir - Black

Bleu - Blue

Jaune - Yellow

KEY CONCEPT QUESTIONS

Can you count from 1 – 10 in French?

How do you say the word 'black' in French?

Can you give me an example of a French word that uses a guttural 'r'?

Can you say what your favourite colour is in French? Can you ask someone else their favourite colour?

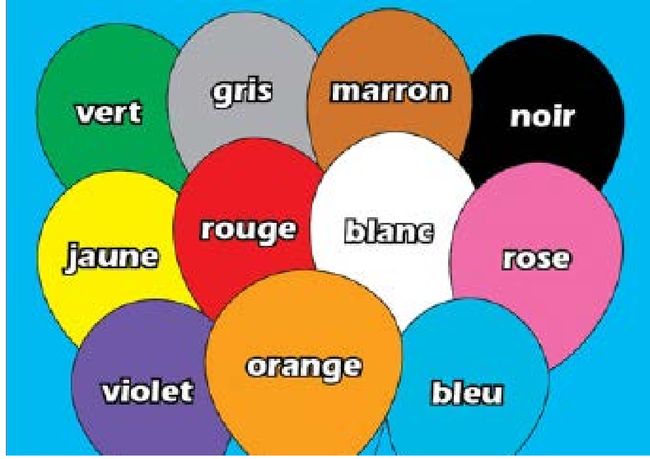
SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to which cultures speak French as well as some ways of life of France as a country.

SMSC LINKS



YEAR 3 Les Couleurs Et Les Nombres

PRIOR LEARNING

They will have identified Spain on a maps, as well as some key cities including Madrid, the capital.

Children will know that Spanish is also spoken in other countries around the world.

Will have learned to ask how someone is, and how they feel in Spanish.

Will be able to tell someone their name and ask what theirs is in Spanish.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Children will be able to confidently count from 1-10 in Spanish ad begin to be able to write down the numbers.
- Children will learn and say 10 common colours in Spanish.
- Children will work to be able to identify both colours and numbers when they hear and read them.
- Children will learn about stress placement on words that end in a consonant and how to stress this on words.

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH J Ñ LL RR

- J sound in naranja.
- LL sound in amarillo.
- RR sound in marrón.
- Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-mari- llo, blan-co and cua-tro.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón.

HIGH FREQUENCY VOCABULARY 2

Hola	Soy	Estoy Mal
Adiós	Me llamo…	Dos
Como estas	El (masculine)	Tres
Si	Estoy Bien	Cuatro
I	Uno	Cinco
No	La (feminine)	

SUBJECT SPECIFIC VOCABULARY 3

Verde - Green

Gris - Grey

marrón - Brown

Negro - Black

Azul - Blue

Amarillo - Yellow

Naranja - Orange

Seis - Six

Siete - Seven

Ocho - Eight

Nueve - Nine

Diez - Ten

SPIRITUAL
Children being aware of their emotions to be able to share them with others.

CULTURAL
Children will gain an insight as to which cultures speak Spanish as well as some ways of life of Spain as a country.

SMSC LINKS

KEY CONCEPT QUESTIONS

Can you count from 1 – 10 in Spanish?

How do you say the word 'black' in F Spanish?

Can you explain the importance of Stress placement on words that end in a consonant?

Can you say what your favourite colour is in Spanish? Can you ask someone else their favourite colour?

YEAR 3

Les Animaux

PRIOR LEARNING

Where France is on a map, as well as some major cities within France.

Some of the other countries around the world that speak French.

Being able to ask how someone is, and say how they feel.

Being able to ask someone what their name is as well as telling someone what their name is.

Recalling orally what the first ten numbers are in French.

Recalling orally the names of some colours.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Naming and recognising up to ten animals in French, including spelling some of these with their correct indefinite article.
- Children will learn about cognates where words are spelt similarly as they are in English and are recognisable from this.
- Children will learn how to start building simple short sentences in French using the personal pronoun (je) with a conjugated verb (suis).
- Nouns in French can have different articles based on their gender (masculine and feminine nouns).

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH OU ON OI

- CH sound in cheval
- OU sound in souris & mouton
- ON sound in cochon & mouton
- OI sound in oiseau
- Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/ determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.

HIGH FREQUENCY VOCABULARY 2

Bonjour	Je	Chien
Au-revoir	non	Chat
Ca-va	Suis	Hamster
oui	Animaux	Rat

SUBJECT SPECIFIC VOCABULARY 3

Cognates
A word that is spelt in a similar way to someone's native language

Un - A (masculine)

Une - A (feminine)

Cochon - Pig

Poison - Fish

Lapin - Rabbit

Canard - Duck

Cheval - Horse

Singe - Monkey

Vache - Cow

Souris - Mouse

KEY CONCEPT QUESTIONS

How are nouns classified in French?

Why can a cognate word help you to recognise a word from English?

What letters tell you that a noun is masculine or feminine?

How do you say I am in French?

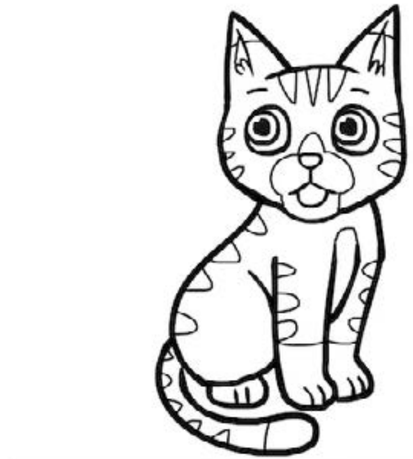
SPIRITUAL

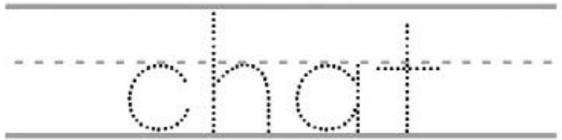
Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to which cultures speak French as well as some ways of life of France as a country.

SMSC LINKS





YEAR 3

Les Animaux

PRIOR LEARNING

Where Spain is on a map, as well as some major cities within Spain.

Some of the other countries around the world that speak Spain.

Being able to ask how someone is and say how they feel.

Being able to ask someone what their name is as well as telling someone what their name is.

Recalling orally what the first ten numbers are in Spain.

Recalling orally the names of some colours

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Naming and recognising up to ten animals in Spanish including spelling some of these with their correct indefinite article.
- Children will continue to learn about the importance of stress placement in Spanish words.
- Children will learn how to start building simple short sentences in Spanish using using 1st person conjugated verb (soy), an indefinite article/determiner (un or una)
- Learn that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.
- Introduce the 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish

PHONICS & PRONUNCIATION:

Recommended phonics focus: CH J Ñ LL RR

- J sound in oveja, pájaro & conejo.
- LL sound in caballo.
- Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo and ca-na-rio.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón.

HIGH FREQUENCY VOCABULARY 2

Hola	Soy	Cuatro
Adiós	El (masculine)	Cinco
Como estas	La (feminine)	Negro
Si	Uno	Marron
I	Dos	Amarillo
No	Tres	Azul

SUBJECT SPECIFIC VOCABULARY 3

Un - A (masculine)

Una - A (feminine)

Cerdo - Pig

Conejo - Rabbit

Pato - Duck

Caballo - Horse

Mono - Monkey

Vaca - Cow

Ratón - Mouse

KEY CONCEPT QUESTIONS

Can you write 'I am a duck' in Spanish?

What word is often in omitted in Spanish? Why?

What letters tell you that a noun is masculine or feminine?

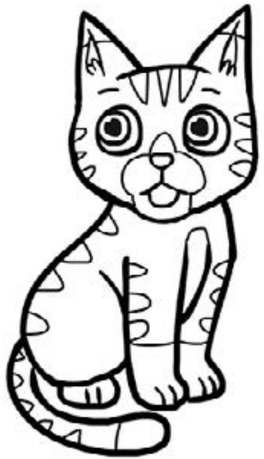
SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to which cultures speak Spanish as well as some ways of life of Spain as a country.

SMSC LINKS



YEAR 3 La Fecha

PRIOR LEARNING

Some basic Spanish Geographical knowledge including some countries that speak Spanish.

Being able to ask what someone's name is, tell them theirs, ask how someone is, say how they feel.

Recalling orally what the first ten numbers are in Spanish, recall orally the names of some colours, and the names of some common pets.

What a verb is in English and some common verbs in Spanish are and how we use these within a sentence including un and una.

Children will be able discuss the fruits they like and don't like in French

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Recognise and recall the 12 months of the year in Spanish.
- Ask what the date is and say the date in Spanish.
- Ask somebody when their birthday is and say when their own birthday is in French.
- Learn that months of the year (and days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence.
- Learn the 2nd, 3rd, 4th etc is not used in the Spanish date
- See the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!

PHONICS & PRONUNCIATION:

Recommended phonics focus: GA GE GI GO GU

- GO sound in domingo & agosto.
- Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les.
- Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.
- Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.

SUBJECT SPECIFIC VOCABULARY 3

¿Qué fecha es hoy?
What is the date today?

Lunes - Monday

Martes - Tuesday

Miércoles - Wednesday

Jueves - Thursday

Viernes - Friday

Enero - January

Febrero - February

Marzo - March

Abril - April

Mayo - May

Junio - June

Juilio - July

Agosto - August

Septiembre - September

Octubre - October

Noviembre - November

Diciembre - December

¿Cuándo es tu cumpleaños?
When is your birthday?

HIGH FREQUENCY VOCABULARY 2

Hola	Soy	Caballo
Adiós	El (masculine)	Un
Como estas	La (feminine)	Dos
Si	Cerdo	Tres
I	Conjelo	Cuatro
No	Pato	Cinco

KEY CONCEPT QUESTIONS

How are question marks used differently in Spanish?

Can you ask someone when their birthday is in Spanish and tell me when it is?

Can you write today's date in Spanish?

SPIRITUAL

Children being aware of their emotions to be able to share them with others.

CULTURAL

Children will gain an insight as to ways to communicate in Spanish and how some cultures are different to our own.

SMSC LINKS

YEAR 5 Greetings in Mandarin

PRIOR LEARNING

Children will not have learnt anything in relation to Mandarin so far, however they may know of some countries which speak mandarin. They may know that the majority of the countries that speak Mandarin are from Asia and where Asia is on a world map.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- To know where China is and some basic facts about Chinese language and culture.
- Be able to greet people and ask their name. Know one's Chinese name.
- Be able to ask and answer how someone is and give thanks.
- Learn the Chinese story of "horse horse tiger tiger" and learn to express different feelings in Mandarin.
- Be able to have an extended conversation in Mandarin by greeting each other and asking and answering one's name and how one is.
- Learn about the Mid-Autumn Festival and how people in China celebrate it.

KEY CONCEPT QUESTIONS

How would you introduce yourself to someone in Mandarin?

What emotions can you list in Mandarin?

What is the Mid-Autumn festival and how do people in China celebrate it?

Tell me three interesting facts about the Chinese language and culture.

SOCIAL

Appropriate ways to socially introduce yourself

MORAL

How it makes someone feel when you make the effort to speak in their native tongue

SPIRITUAL

How does it make them feel to know that they can speak another language.

CULTURAL

How other cultures are different to ours and some facts, information and understanding of another culture.

SMSC LINKS

SPEAKING

CHINESE	PINYIN	ENGLISH
	n h o	Hello
	l o shī h o	Hello teacher
	n jiào shénme míng zi	What is your name?
	w jiào	I'm called
	zài jiàn	Goodbye
Chinese	Pinyin	English
	n h o ma	Are you well?
	w hěn h o	I'm very well
	xiè xie	thanks
	n ne	How about you?
	w	I; me
	n	you
	h o	Good
	ma	question word
	m m hū hū	So-so/alright
	w bù h o	I'm not well
	w hěn lèi	I'm tired
	rèn shi n hěn gāo xìng	Very happy to meet you
	gāo xìng	Happy
	w hěn gāo xìng	I'm very happy
	w bù gāo xìng	I'm not happy

LISTENING

CHINESE	PINYIN	ENGLISH
	n h o	Hello
	l o shī h o	Hello teacher
	n jiào shénme míng zi	What is your name?
	w jiào	I'm called
	zài jiàn	Goodbye
	l o shī	Teacher
	tóng xué men h o	Hello classmates
	q ng q lì	Please stand up
	q ng zuò xià	Please sit down
	n h o ma	Are you well?
	w hěn h o	I'm very well
	xiè xie	thanks
	n ne	How about you?
	w	I; me
	n	you
	h o	Good
	ma	question word
	m m hū hū	So-so/alright
	w bù h o	I'm not well
	w hěn lèi	I'm tired
	rèn shi n hěn gāo xìng	Very happy to meet you
	gāo xìng	Happy
	w hěn gāo xìng	I'm very happy
	w bù gāo xìng	I'm not happy

YEAR 5 The Chinese writing system and numbers

PRIOR LEARNING

Children now know where China is as well as some basic facts about the country. They know how to greet people and their own name in Chinese. Know the Chinese story of "horse horse, tiger tiger". Be able to have an extended conversation in Mandarin by greeting each other and asking and answering one's name and how one is. Learn about the Mid-Autumn Festival and how people in China celebrate it.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- To be able to count from 0-10 and recognise the Chinese characters for 1, 2, 3, 8 and 10.
- Learn about Chinese calligraphy and how to hold and use a Chinese writing brush. Learn the basic strokes "héng" (horizontal stroke) and "shù" (vertical stroke).
- Learn the differences between writing Chinese with a brush and with a pen and the similarities of stroke order when learning to write in English. Learn about the development of the Chinese writing system over time.
- Learn about the Chinese writing grid and how to write the numbers one and two writing the strokes in the correct position.
- Learn how Chinese characters and their accompanying pinyin should be written in students' writing books and review héng by writing 1, 2 and 3 in them.
- Review heng and shu in learning how to write "ten" in Chinese and the stroke order rule "horizontal before vertical".
- Learn "piě" (left falling stroke) and "nà" (right falling stroke) so students can learn to write the number eight in Chinese.
- Be able to say 'I love you' in Chinese and to write this in the Christmas card in pinyin.

KEY CONCEPT QUESTIONS

How has the Chinese writing system developed over time?

What is the stroke order rule and when do we use it?

How is the Chinese writing grid helpful when writing numbers?

Is there any similarities between a brush and pen when writing in Chinese?

SMSC LINKS

SOCIAL
Appropriate ways to socially introduce yourself

MORAL
How it makes someone feel when you make the effort to speak in their native tongue

SPIRITUAL
How does it make them feel to know that they can speak another language.

CULTURAL
How other cultures are different to ours and some facts, information and understanding of another culture.

SPEAKING

CHINESE	PINYIN	ENGLISH
/	líng	zero
	yī	one
	èr	two
	sān	three
	sì	four
	w	five
	liù	six
	qī	seven
	bā	eight
	ji	nine
	shí	Ten
	héng	horizontal
	shù	Vertical
	piě	Downward stroke to the left
	nà	Downward stroke to the right
	w ài n	I love you

READING

	yī	one
	èr	two
	sān	three
	bā	eight
	shí	Ten
	mù	tree/wood

LISTENING

CHINESE	PINYIN	ENGLISH
/	líng	zero
	yī	one
	èr	two
	sān	three
	sì	four
	w	five
	liù	six
	qī	seven
	bā	eight
	ji	nine
	shí	Ten
	héng	horizontal
	shù	vertical
	xiě	write
	piě	downward stroke to the left
	nà	Downward stroke to the right
	w ài n	I love you

WRITING

	yī	one
	èr	two
	sān	three
	bā	eight
	shí	Ten

YEAR 5 The Chinese pronunciation system

PRIOR LEARNING

Children now know where China is as well as some basic facts about the country. They know of some traditional celebrations and stories. They know how to greet someone. They know numbers from 1-10 and how to draw some of them. They will also know about some of the brush strokes and calligraphy forms which help create Mandarin.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- To learn the rule for creating numbers from 11-19 in the context of the 12 Zodiac Animals.
- Pupils learn about the Chinese Zodiac story and why the cat and dog don't get along.
- Teach the word meaning "year" to say the year of different animals.
- Learn the idea of 'pinyin linkwords' by drawing on creative methods of learning through Chineasy while learning the zodiac animals. They should already know 'horse' and 'tiger' from 'mama huhu' (meaning 'so-so'). Make students aware of pronunciation of (shé) as opposed to (shí).
- Learn what pinyin is and why it is essential for learning to speak Chinese.
- Know what an initial and final is.
- Introduce the 'pinyin cheat sheet' and show students how to use it by using the sheet to work out the sounds of:

1. *The cheeky three: "j, q, x" (do these first)*
2. *And the slippery seven: "zh, ch, sh, r, z, c, s" (do these second)*

- Learn the simple vowels a, o, e, i, u, ü.
- Learn the concept of how the simple vowels combine together to make compound vowels.
- Learn what the Chinese tones are and why they are essential for learning to speak Chinese.
- Apply the prompts for saying the Chinese tones correctly:

1. *Singing*
2. *What?*
3. *Really?*
4. *No!*

KEY CONCEPT QUESTIONS

How did the zodiac aid the creation of the numbers 11-19 in mandarin?

What is pinyin and why is it essential for speaking Chinese?

How do simple vowels combine together to make compound vowels?

What are Chinese tones and why are they essential to speak Chinese?

SOCIAL
Appropriate ways to socially introduce yourself

MORAL
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SMSC LINKS

SPEAKING

CHINESE	PINYIN	ENGLISH
	g u	dog
	māo	Cat
	nián	Year
	èr líng èr yī nián	The Year 2021
animal+	Anima + nián	The Year of the (+animal)
	b	bear
	P	pan
	m	man
	f	fan
	d	dare
	t	tan
	l	nice
	n	land
	g	get
	k	king
	h	help
	j	jeep
	q	cheese
	x	sheep
	zh	george
	ch	churn
	sh	sure (in an American accent)
	r	great
	z	dogs

SPEAKING CONT.

CHINESE	PINYIN	ENGLISH
	c	cats
	s	snakes
	y	evening
	w	want
	ai	my
	ao	sprout
	ei	day
	iu	yo
	ui	way
	ou	boat
	uo/wo	war
	ua/wa	quack
	uai/wai	why
	uan/wan	Ewan
	uang/wang	wong
	i/yi	evening
	ia/ya	yah
	iang/yang	yinyang
	ie/ye	yes
	long/yong	yong
	ü/yu	menu
	yue (+jue/que/xue/nue/lue)	menu-air
	yun (+jun/qun/xun)	onion

YEAR 5

The Chinese pronunciation system cont.

LISTENING		
CHINESE	PINYIN	ENGLISH
	g u	dog
	māo	cat
	shé	snake
	sh	rat/mouse
	m	horse
	h	tiger
	long	dragon
	niú	cow/ox
	yáng	sheep
	jī	chicken
	zhū	pig
	tù	rabbit
	hóu	monkey
	nián	Year
	èr líng èr yī nián	The Year 2021
animal+	Anima + nián	The Year of the (+animal)
	b	bear
	P	pan
	m	man
	f	fan
	d	dare
	t	tan
	l	nice
	n	land

LISTENING CONT.		
CHINESE	PINYIN	ENGLISH
	g	get
	k	king
	h	help
	j	jeep
	q	cheese
	x	sheep
	zh	george
	ch	churn
	sh	sure (in an American accent)
	r	great
	z	dogs
	c	cats
	s	snakes
	y	evening
	w	want
	ai	my
	ao	sprout
	ei	day
	iu	yo
	ui	way
	ou	boat
	uo/wo	war
	ua/wa	quack
	uai/wai	why

LISTENING CONT.		
CHINESE	PINYIN	ENGLISH
	uan/wan	Ewan
	uang/wang	wong
	i/yi	evening
	ia/ya	yah
	iang/yang	yinyang
	ie/ye	yes
	long/yong	yong
	ü/yu	menu
	yue (+jue/que/xue/nue/lue)	menu-air
	yun (+jun/qun/xun)	onion
	yī shēng	First tone
	èr shēng	Second tone
	sān shēng	Third tone
	sì shēng	Fourth tone

YEAR 5 Chinese Maths

PRIOR LEARNING

Children now know where China is as well as some basic facts about the country. They know of some traditional celebrations and stories. They know how to greet someone. They know numbers from 1-10 and how to draw some of them. They will also know about some of the brush strokes and calligraphy forms which help create Mandarin. Children know the importance of the 12 zodiac animals. Learning about the importance of pinyin and Chinese tones.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- To recap how to count up to 19 by learn the months of the year in Chinese.
- Learn how to write the character meaning "moon" or "month" while reviewing basic strokes and stroke order. Review how to pronounce the pinyin sound "yue" correctly with the "ü" using prompts.
- Learn how to count up to 99 in Chinese using the Chinese times tables and doing Chinese maths quizzes.
- Learn and practice the Chinese tongue twister "Four is Four, Ten is Ten" as a review of pinyin and tones and how to count up to 99.

KEY CONCEPT QUESTIONS

How do you write the character "moon" or "month" in mandarin?

How do saying fourteen and forty differ in mandarin?

Can you tell me the date and month of your birthday in Mandarin?

How do you pronounce the pinyin sound "yue"?

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SPEAKING

CHINESE	PINYIN	ENGLISH
	yī yuè	January
	èr yuè	February
	sān yuè	March
	sì yuè	April
	w yuè	May
	liù yuè	June
	qī yuè	July
	bā yuè	August
	ji yuè	September
	shí yuè	October
	shí yī yuè	November
	shí èr yuè	December
	shí sì	fourteen
	sì shí	forty
	sì shí sì	forty four
	shì	to be; am/is/are; yes

LISTENING

CHINESE	PINYIN	ENGLISH
	yī yuè	January
	èr yuè	February
	sān yuè	March
	sì yuè	April
	w yuè	May
	liù yuè	June
	qī yuè	July
	bā yuè	August
	ji yuè	September
	shí yuè	October
	shí yī yuè	November
	shí èr yuè	December
	shí sì	fourteen
	sì shí	forty
	sì shí sì	forty four
	shì	to be; am/is/are; yes

READING

yī yuè	January
èr yuè	February
sān yuè	March
sì yuè	April
bā yuè	August
shí yuè	October

READING CONT.

shí yī yuè	November
shí èr yuè	December
sì	four

WRITING

yuè	moon/month

YEAR 5 History of Chinese Characters

PRIOR LEARNING

Children now know where China is as well as some basic facts about the country. They know of some traditional celebrations and stories. They know how to greet someone. They know numbers from 1-99 and how to draw some of them. They will also know about some of the brush strokes and calligraphy forms which help create Mandarin. Children know the importance of the 12 zodiac animals. Learning about the importance of pinyin and Chinese tones. Children should know how to create 'moon/month' character and apply numerical skills to Maths based questions.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Learn about the origins of Chinese characters through learning about pictographs and can compare them with their study of hieroglyphs if they have learned about Egyptian civilisation.
- Learn about and apply the Chineasy method and how it links to study of pictographs.
- Learn that Chinese characters are made of building blocks.
- Learn the Chinese poem "Thoughts in the Silent Night" by the Tang Dynasty Poet Li Bai to see the characters they have learned in context and practice pronunciation of pinyin and tones. The poem also serves as an extended context for studying the history of the Chinese language.

KEY CONCEPT QUESTIONS

What do you know about the history of the Chinese language?

How do Chinese characters compare to hieroglyphics?

How does the chineasy method link to the study of pictographs?

How are Chinese characters created?

Can you explain to someone who doesn't know how they're created?

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SPEAKING

Students should be able to recite the Chinese poem "Thoughts in the Silent Night" in Chinese from memory.

LISTENING

CHINESE	PINYIN	ENGLISH
	shén me yì si	What's the meaning?
?	fān yì	How to translate?

READING

CHINESE	PINYIN	ENGLISH
	n	female
	yuè	moon
	yún	cloud
	y	rain
	rì	sun
	shu	water
	shān	mountain
	rén	person
	sh u	hand
	mián	roof
	mù	wood; tree
	k u	mouth
	hu	fire
	dà	big

READING CONT.

CHINESE	PINYIN	ENGLISH
	w	five
	liù	six
	qī	seven
	bā	eight
	j u	nine
	shí	ten
	c o	grass
	t	earth; ground
	mù	eye
	tiān	day; sky; heaven
	mián	roof
	rì	sun; day
	yuè	moon; month
	mù	eye
	t	earth; ground
	y	rain
	míng	Bright
	mù	wood; tree

YEAR 5 Festivals and Celebrations

PRIOR LEARNING

Children now know where China is as well as some basic facts about the country. They know of some traditional celebrations and stories. They know how to greet someone. They know numbers from 1-99 and how to draw some of them. They will also know about some of the brush strokes and calligraphy forms which help create Mandarin. Children know the importance of the 12 zodiac animals. Learning about the importance of pinyin and Chinese tones. Children should know how to create 'moon/ month' character and apply numerical skills to Maths based questions. Knowledge of how Chinese characters originated and the Chinese poem 'Thoughts in the silent night'.

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following knowledge and skills:

- Learn about some key Chinese festivals, know the months of them and how to say the dates of them for this academic year in Chinese. Be able to say the dates of key British festivals too.
- Learn how to ask the date in Chinese.
- Learn how to write the character meaning "sun" or "day" while reviewing basic strokes and stroke order.
- Be able to sing happy birthday in Chinese.
- Be able to say the date so one is able to say when one's birthday is.
- Learn how to write the character meaning "birth/life" while reviewing basic strokes and stroke order. Be able to write a birthday card to someone using the Chinese characters you have learned to write.

KEY CONCEPT QUESTIONS

Can you write a birthday message to your partner in mandarin?

Show me how to write 'sun' or 'day' in Chinese.

What are the key festivals celebrated in China?

Can you tell someone the key dates we celebrate in Britain, in Chinese?

SMSC LINKS

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SPIRITUAL
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CULTURAL
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SPEAKING

CHINESE	PINYIN	ENGLISH
	yī yuè yī rì	1st January
	yī yuè yī hào	1st January
	j yuè j rì	What's the date?
	j yuè j hào	What's the date?
	zhù n shēng rì kuài leī	Wish you a happy birthday
	w de shēng rì shì	My birthday is
(+date of birthday)	(+date of birthday)	(+date of birthday)

READING

	rì	sun; day
	shēng	birth; life
	shēng rì	birthday

LISTENING

CHINESE	PINYIN	ENGLISH
	yī yuè yī rì	1st January
	yī yuè yī hào	1st January
	j yuè j rì	What's the date?
	j yuè j hào	What's the date?
	zhù n shēng rì kuài le	Wish you a happy birthday
	xīng qī èr	My birthday is
(+date of birthday)		(+date of birthday)
	n de shēng rì shì j yuè j rì	What date is your birthday?
	tā de shēng rì shì j yuè j rì	What date is her birthday?
	tā de shēng rì shì j yuè j rì	What date is his birthday?
	l o shī de shēng rì shì j	What date is the teacher's
	yuè j rì	birthday?
	shēng rì k	Birthday card

WRITING

	rì	sun; day
	shēng	birth; life
	shēng rì	birthday

Cropredy C of E Primary School