

## 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. Parts of the body 身体的各个部位
5. Numbers and age 1-10 数字及年龄（一到十）
6. Numbers 11-100 and measure words 数字和量词（十一到九十九）
7. Family 家庭
8. Countries and colours 国家和颜色
9. Pets and Animals 宠物和动物
10. Food and drink 食品和饮料
11. Time – sun moon and stars 时间- 日，月，和星期
12. Time and timetables 时间和日程表
13. Colours 颜色
14. Going to Places 参观

## Year 2/3 (First year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topics</b>	<p><u>Establishing Mandarin</u></p> <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>	<p><u>Numbers and characters</u></p> <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>• Vocabulary: I, you, hello teacher, goodbye, my name is ..., what's your name? thank you, moon, big and small</li> <li>• Grammar: 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>• Phonics: to begin to understand that spoken Mandarin has four tones</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>• Vocabulary: numbers 1-10</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>• Phonics: yi-ee, tones on numbers in Pinyin.</li> <li>• Context &amp; Cultural understanding: Chinese number gestures and Chinese lucky numbers, compare how people celebrate Christmas in the UK and China.</li> </ul>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</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>• Recognises the meaning of a small 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 exceed</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>• Seeks 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>• Vocabulary: horse, sheep, dragon, rabbit, pig, snake, monkey, chicken, cow, tiger, bird, dog, cat</li> <li>• Grammar: to use sentence pattern: “This is ...”in Mandarin and to ask ‘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>• Phonics: a – ma (horse) with four tones, (link same phonics to English: a,b, p m f d t n l g k h/ch, sh/an)</li> <li>• Context &amp; Cultural understanding: how do people celebrate Chinese New Year, the significance of different animals in the Chinese Zodiac and 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>• Vocabulary: 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>• Grammar: 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 members</li> <li>• Phonics: to say the phonics a and an</li> <li>• Context &amp; Cultural understanding: to understand a range of different family structures in China and the UK</li> </ul>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</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>• Seeks clarification and help</li> </ul>	<p>How does this link to NC expectations – or exceed</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>• Seeks clarification and help</li> </ul>

<b>Unit Overview</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Context &amp; Topic</b>	<u>My body</u> <ul style="list-style-type: none"> <li>• Body parts</li> <li>• Songs</li> </ul>	<u>My project</u> <ul style="list-style-type: none"> <li>• Revision</li> <li>• End of year assessment</li> <li>• Cultural project</li> </ul>
<b>Skills:</b>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li>• Vocabulary: eyes, ears, nose, hair, mouth</li> <li>• Grammar: 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> <li>• Phonics: ou – tou, kou, you</li> </ul>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li>• Vocabulary: to revise all key vocabulary 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 some simple characters 日-sun, 月-moon, 山-mountain, 川-river, 人-person, 大-big, 天-sky, 木-tree, 马-horse, 羊-sheep, 牛-ox, Number 1-10</li> </ul>
<b>NC Link</b>	How does this link to NC expectations – or exceed <ul style="list-style-type: none"> <li>• Listens for specific words and phrases</li> <li>• Begins to distinguish between the four tones</li> </ul>	How does this link to NC expectations – or exceed <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 3/4 (second year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topics</b>	<u>How old are you?</u> <ul style="list-style-type: none"> <li>• Numbers 1-100</li> <li>• How old are you?</li> <li>• Pinyin and four tones</li> </ul>	<u>Special days</u> <ul style="list-style-type: none"> <li>• Months and dates</li> <li>• Key words for Mid-Autumn festival</li> <li>• Christmas celebration</li> <li>• Christmas song</li> </ul>
<b>Skills:</b>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li>• Vocabulary: numbers 1-100 in Mandarin, years old, you, I, how many</li> <li>• Grammar: 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, numbers 1-20</li> <li>• Phonics: vowels- a o e i u ü</li> <li>• Context &amp; Cultural understanding: to begin to know Chinese special birthdays and how to celebrate special birthdays.</li> </ul>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li>• Vocabulary: numbers 1-12, 12 months, date, month, today, birthday, Christmas, New Year, festival, Mid-Autumn Festival, Dragon Boat Festival</li> <li>• Grammar: 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> <li>• Phonics: b p m f d t n l g k h j q x</li> <li>• Context &amp; Cultural understanding: compare and contrast different festivals in the UK and in China</li> </ul>
<b>NC Link</b>	How does this link to NC expectations – or exceed <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>	How does this link to NC expectations – or exceed <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>

	<b>Spring 1</b>	<b>Spring 2</b>
<b>Context &amp; Topics</b>	<u>My pet</u> <ul style="list-style-type: none"> <li>• Pet and animals</li> <li>• Days of the week</li> <li>• Chinese New Year celebration</li> </ul>	<u>My favourite food and drink</u> <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>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, I saw, turtle, hamster, parrot</li> <li>• Grammar: to use a sentence pattern of Time + I saw + what</li> <li>• Listening: to understand the sequence of a short story in Mandarin</li> <li>• Speaking: to say what I saw on different days of the week</li> <li>• Reading: to read the sentences with the time</li> <li>• Writing: to write what I saw on different days</li> <li>• Phonics: zh ch sh r</li> <li>• Context &amp; Cultural understanding: to understand the meaning of different animals in China, to understand how Chinese New Year is celebrated.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• Vocabulary: dumplings, noodles, rice, water, milk, juice burger and chocolate, I eat...I drink...</li> <li>• Grammar: 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 foods in a sentence and on a shopping list</li> <li>• Writing: to be able to write down some food and drink items 米-rice, 水-water, 吃-to eat</li> <li>• Phonics: z c s y w</li> <li>• Context &amp; Cultural understanding: to begin to understand Chinese food culture.</li> </ul>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</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>• Seeks clarification and help</li> </ul>	<p>How does this link to NC expectations – or exceed</p> <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>

<b>Unit Overview</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Context &amp; Topic</b>	<u>Where are you from?</u> <ul style="list-style-type: none"> <li>• Countries.</li> <li>• Nationalities</li> <li>• Colours</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <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>• Vocabulary: China, UK, go to, America, France, India, Pakistan, red, yellow, blue, green, white, black</li> <li>• Grammar: 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>• Phonics: an, en, in</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>• Vocabulary: to revise all key vocabulary 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> </ul>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</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>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>• Engages in conversations; asks and answers questions;</li> <li>• Develops accurate pronunciation and intonation.</li> <li>• Speaking in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>

## Year 4/5 (third year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topic</b>	<p><u>Investigating Chinese characters</u></p> <ul style="list-style-type: none"> <li>• History of Chinese characters</li> <li>• Radicals</li> <li>• Strokes</li> <li>• Classroom objects</li> </ul>	<p><u>My birthday</u></p> <ul style="list-style-type: none"> <li>• Key words and sentences for Mid-Autumn festival</li> <li>• Festivals and celebrations in China</li> <li>• Months and dates</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• Vocabulary: 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>• Grammar: to begin using “de” possessive pattern for belongings</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>• Phonics: de- dur, an – kan, zhi, chi, shi</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>• Vocabulary: moon, moon cake, eat, happy, Moon festival, Christmas, birthday, year, month, date, number 1-100</li> <li>• Grammar- to understand the link between numbers and dates.</li> <li>• Listening: to understand key words 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> </ul> <p>Context &amp; Cultural understanding: investigate the main traditional festivals: Spring Festival (incl lantern Festival), Mid-Autumn, Dragon Boat, Qingming, Double 7th</p>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>• Communicates with others using a wider range of words, phrases and short sentences</li> <li>• Engages in conversations; asks and answers questions; expresses opinions and responds to those of others</li> </ul>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>• Listens for specific phonemes, words and phrases</li> <li>• Appreciates stories, songs, poems and rhymes in the language</li> <li>• Reads carefully and shows understanding of words, phrases and simple writing</li> </ul>



Unit Overview	Spring 1	Spring 2
<b>Context &amp; Topics</b>	<p><b><u>More family members and animals</u></b></p> <ul style="list-style-type: none"> <li>Pet and animals</li> <li>More family members</li> <li>Chinese New Year traditions and customs</li> </ul>	<p><b><u>More body parts and food and drink items.</u></b></p> <ul style="list-style-type: none"> <li>More parts of the body</li> <li>Food and drink items</li> <li>Ordering food in a Chinese restaurant</li> </ul>
<b>Skills:</b>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>Vocabulary: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, chicken, dog, pig, cat, fish, bird, parrot, hamster, turtle, to have, not to have, question word what, grandpa, granny, aunty, uncle, Happy New Year, Spring Festival, dumpling, dragon Dance, lion dance, red envelope, firework, firecracker</li> <li>Grammar: to use ‘to have’ and ‘not to have’ , to use question word ‘what’ to ask ‘what pets/animals do you have?’; to use question word ‘how many’ to ask ‘how many people are in your family’.</li> <li>Listening: to understand Chinese New Year vocabulary, to understand the question ‘how many people are in your family?’ and ‘what pets/animals do you have?’, ‘I have/don’t have</li> <li>Speaking: to use the greeting Happy New Year, to say Chinese New Year related vocabulary, to talk about pets and animals, to talk about what family members I have/don’t have</li> <li>Reading: to read key Chinese New Year vocabulary, key characters for animals and family members.</li> <li>Writing: to write key characters of Chinese New Year vocabulary (year 年 , good 好, to have 有), pets/animals (ox 牛, horse 马, goat 羊, and family member (grandpa 爷) .</li> <li>Context &amp; Cultural understanding: to know more about Chinese culture in how Chinese New Year is celebrated, to understand Chinese family structures and traditions.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>Vocabulary: eye, nose, mouth, ear, head, shoulder, knee, foot, hair, hand, long, short, measure words, dumpling, steamed bun, bread, egg, cooked rice, fruit, apple, water, tea, coffee, milk, juice, menu, main food, starter, desert, drink, to eat, to drink</li> <li>Grammar: to use question word ‘what’ to form and answer questions, to use pattern ‘number + measure word + body parts’</li> <li>Listening: to understand when people ask “what do you drink/eat?” and the answers, to understand the number of body parts.</li> <li>Speaking: to talk about food and drink and give opinions on them, to express the numbers of body parts you have.</li> <li>Reading: to recognise different food and drink in a sentence and on a shopping list, to recognise some body parts.</li> <li>Writing: To write head 头, eye 目, ear 耳, hand 手, to eat 吃, rice 米, water 水, fruit 水果</li> <li>Context &amp; Cultural understanding: To understand more about Chinese food culture.</li> </ul>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>Listens attentively and understands spoken and some written language</li> <li>Understands basic grammar of using question words to ask questions and answer questions.</li> <li>Engages in conversations, asks and answers questions.</li> <li>Writes some characters in the correct stroke order.</li> <li>Appreciates Chinese culture.</li> <li>Broadens their vocabulary.</li> <li>Writes some words from memory.</li> </ul>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>Listens attentively and understands spoken and some written language.</li> <li>Understands basic grammar of using question words to ask questions and answer questions.</li> <li>Engages in conversations, asks and answers questions.</li> <li>Writes some characters in the correct stroke order.</li> <li>Appreciates Chinese culture.</li> <li>Broadens their vocabulary.</li> <li>Writes some words from memory.</li> </ul>

Unit Overview	Summer 1	Summer 2
<b>Context &amp; Topic</b>	<u>Where I live</u> <ul style="list-style-type: none"> <li>• Places in town</li> <li>• Places to visit</li> <li>• Countries.</li> <li>• Nationalities</li> <li>• Colours</li> </ul>	Revision and assessment <ul style="list-style-type: none"> <li>• Revision</li> <li>• End of year assessment</li> <li>• Cultural project</li> </ul>
<b>Skills:</b>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li>• Vocabulary: places in town, countries, today, tomorrow, weekend, colours</li> <li>• Grammar: to use question words “which” ‘where’</li> <li>• Listening: to understand where people are at /going to</li> <li>• Speaking: to say where I am and where I am going to</li> <li>• Reading: to read the sentences for where someone is located and where someone will go to</li> <li>• Writing: to write simple characters for places in town.</li> <li>• Context &amp; Cultural understanding: introduce and use Google images to find pictures of Chinese shops/supermarkets, schools, bus stops, parks, home. Monkey King and lady White Snake are very famous characters in Chinese traditional stories.</li> </ul>	What are the specific end-points for the unit? <ul style="list-style-type: none"> <li>• Vocabulary: to revise all key vocabulary learned so far</li> <li>• Listening: to understand questions and 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> </ul>
<b>NC Link</b>	How does this link to NC expectations – or exceed <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>• Speaks in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	How does this link to NC expectations – or exceed <ul style="list-style-type: none"> <li>• Engages in conversations, asks and answers questions</li> <li>• Develops accurate pronunciation and intonation.</li> <li>• Speaks in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>

## Year 4/5 (Fourth year of learning)

Unit Overview	Autumn1	Autumn2
<b>Context &amp; Topics</b>	<p><u>My feelings</u></p> <ul style="list-style-type: none"> <li>• Countries</li> <li>• Places</li> <li>• Feelings</li> </ul>	<p><u>My daily routine.</u></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Daily routine</li> <li>• Telling time</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>• Vocabulary: China, UK, France, America, India, Pakistan, school, shop, home, toilet, restaurant, happy, tired, sad, hurt</li> <li>• Grammar: to use 'where' and 'how' to ask questions like where do you live? how are you?</li> <li>• Listening: to understand longer questions about nationalities, places 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 recognise countries and places in Chinese characters.</li> <li>• Writing: to write up to 12 basic characters and countries: '中国' '英国' '美国, 法国, 公园, 家</li> <li>• Context &amp; Cultural understanding: to be able to appreciate the difference between countries.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>• Vocabulary: 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>• Grammar: 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 the 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>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</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 NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>• Listens for specific phonemes, words and phrases</li> <li>• Reads carefully and shows understanding of words, phrases and simple writing</li> </ul>

<b>Unit Overview</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Context &amp; Topics</b>	<u>What I like</u> <ul style="list-style-type: none"> <li>• More pet and animals</li> <li>• Food and drink (more in depth)</li> <li>• Chinese New Year traditions and celebration.</li> </ul>	<u>My friends</u> <ul style="list-style-type: none"> <li>• Describing people</li> <li>• Body parts</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>• Vocabulary: revise all the vocabulary for pets and animals and food and drink. New vocabulary (chocolate, apple, ice cream).</li> <li>• Grammar: to use two different measure words to describe pets and animals, to express opinions on different food and drinks using like or dislike.</li> <li>• Listening: to understand questions requiring information related 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’, food and drink ‘吃’ ‘水果’ ‘包子’ ‘饺子’。</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>• Vocabulary: tall, short, thin, fat, beautiful, handsome, big, small, good-looking. Revise body parts, colours</li> <li>• Grammar: 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</li> <li>• Reading: to read some key words for adjectives in Chinese characters</li> <li>• Writing: to write some simple characters for adjectives</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>NC Link</b>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>• Engages in conversations, asks and answers questions, expresses opinions and responds to those of others, seeks clarification and help</li> <li>• Presents ideas and information orally to a range of audiences</li> </ul>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>• Describes people, places, things and actions orally and in writing</li> </ul>

<b>Unit Overview</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Context &amp; Topic</b>	<u>Visting China</u> <ul style="list-style-type: none"> <li>Family members</li> <li>Famous places in China</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> <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>Vocabulary: revise all vocabulary previously learned for family members and measure words. Famous places in China: 'Beijing' 'Shanghai' 'Xian' 'Hong Kong' 'Great wall of China' 'Forbidden city' 'Terracotta Army'.</li> <li>Grammar: use connectives '和' to describe family members.</li> <li>Speaking: to say what places in China you want to go to, to describe family members using correct measure words.</li> <li>Reading: to read the family members in Chinese characters, to recognise different places in Chinese characters.</li> <li>Writing: to write family members: '爸爸' '妈妈' '哥哥' '姐姐' '弟弟' '妹妹' '爷爷, 奶奶, 家人' Beijing, Shanghai.</li> <li>Context &amp; Cultural understanding: to understand a wider world and culture difference between China and the UK, to understand Chinese family structure, to know famous places in China.</li> </ul>	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> <li>Vocabulary: to revise all key vocabulary 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> </ul>
<b>NC Link</b>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>Reads carefully and shows understanding of words, phrases and simple writing.</li> <li>Broaden their vocabulary from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> <li>Engages in conversations, asks and answers questions</li> <li>Develops accurate pronunciation and intonation.</li> <li>Speaks in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>