



	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Context & Skills: Establishment & Family What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: To understand Mandarin is spoken in China but not exclusively, to begin to be aware that Mandarin is spoken by a diverse range of people, to understand the origins of some Chinese characters as pictographic drawings Vocabulary: basic family pronouns and classroom instructions Grammar: forming simple questions (What is your name? What is his/her name?) and responses Listening: responding to greetings and classroom instructions Speaking: joining in with a song, greetings, asking and responding to simple questions (What/who is this? What is your name?) Reading: identifying meaning of simple pictographs, identifying family members Writing: to attempt writing some foundational pictographs 马, 人, 山, 木, 田, 日, 月, 水, 口 Phonics: to understand Mandarin can be written in pinyin and characters, to understand that Mandarin has 4 tones (+ neutral tone), to decode and sound out to spell pinyin words which do not vary from English phonics (e.g. bàba, māma), to begin to understand that there are differences between Mandarin and English phonics (e.g. ĭ sound in nǐ hǎo) <p>National Curriculum Links*: 1,2, 3,4,5,8</p>	<p>Context & Skills: Special Days What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Key festivals in the Chinese cultural calendar e.g. Mid-autumn festival, Chinese new year Vocabulary: numbers, day, months, Grammar: To use 几 to form questions (to ask the date), S-V-O sentence structure Listening: To be able to listen and dictate dates in Mandarin, to listen to a short clip and be able to match birthdays/holidays to the correct date Speaking: To ask and answer what is the date? Reading: To recognise dates in Chinese characters and to be able to match characters to their given birthday, to read a short passage in pinyin and identify what people eat on their birthday Writing: to write a sentence saying when their birthday is with majority Chinese characters (e.g. Wǒ de shēng rì yī yuè èr shí sān rì) Phonics: j-jie, jiu, ji <p>National Curriculum Links*: 1, 3, 4, 5, 7, 10, 12</p>	<p>Context & Skills: Hungry Taotie What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Chinese place names, Taotie legend, famous Chinese foods/cuisines Vocabulary: foods, places, days of the week, variety of pronouns Grammar: S-Time-Place-V-O sentence order Listening: to be able to identify which food was eaten on a particular day/where in a longer spoken passage Speaking: to join in with reading a story out loud, to be able to ask and answer which foods were eaten on specific days/where Reading: to be able to identify which foods where eaten when/where in a short passage in pinyin with some characters(星期, 他, 她, 它, 妈妈, 马, 鱼, 羊, 牛, 你, 住, 在, 家, 中国, 英国, 吃, 喝, 水, 肉, 牛, 羊, 鱼) Writing: to be able to write my own version of the hungry Taotie in pinyin with some characters (see list above), to be able to describe the Taotie in pinyin with some characters(他, 有, 没有, 红, 白, 大, 小, 口, 手, 头) Phonics: j,q,x (days of the week) <p>National Curriculum Links*: 1, 3,4,5,7,8,10,11,12</p>	<p>Context & Skills: I'm a critic What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to revisit popular chinese food and some famous examples of chinese art Vocabulary: preferences, adjectives Grammar: to be able to use the grammar structure '因为', to use 的 to describe using a range of adjectives, to use 不 to form the negative, to use 很 to describe Listening: to be able to listen to short passages describing opinions and pick out key information Speaking: to be able to express opinions using the structure '因为' to give reasons , to ask and answer questions about others' opinions Reading: to be able to read short passages describing opinions and pick out key information Writing: to be able to write short statements in pinyin and characters giving pinions on familiar topics Phonics: yi – yi, yin <p>1, 2, 3, 4, 5, 7, 10, 11, 12</p>
Autumn 2	<p>Context & Skills: How old are you? What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Self-introductions, lucky numbers (expensive phone numbers and car registrations in China), hand gestures for numbers, tallest buildings in chinese-speaking countries Vocabulary: basic family pronouns and numbers Grammar: To use 几 to form questions (to ask how old are you?), to begin to understand that word order is sometimes different in Chinese (e.g You how many years old?) Listening: picking out key information (e.g. a person's age) from a simple sentence Speaking: joining in with a song, greetings, asking and responding to simple questions (What/who is this? What is your name? How old are you?) Reading: identifying the meaning of characters for numbers 1-10, picking out key information (e.g. age) from a short text Writing: writing the characters for numbers 1-10 from memory 一 二 三 四 五 六 	<p>Context & Skills: Little Monsters What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: 捉妖记 (Monster Hunt) film clips, 2 tigers song Vocabulary: body parts, adjectives, animals Grammar: to use 的 to describe, to use 和 as a conjunction, to use 没 to negate a verb Listening: to listen to a description of appearance/preferences and identify the correct character Speaking: to describe someone's appearance and what they like eating/drinking Reading: to be able to match characters to their descriptions Writing: to be able to write a short description in pinyin with some 	<p>Context & Skills: Strokes, Characters & Calligraphy What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to begin to understand the history of Chinese writing including oracle bones, to understand some basic principles of Chinese calligraphy Vocabulary: names for the 7 basic strokes (in English), characters (see content map) Grammar: to be able to respond to simple questions and answers on a range of topics (revision) Listening: to be able to respond to simple questions and answers on a range of topics (revision) Speaking: to be able to respond to simple questions and answers on a range of topics (revision) Reading: to be able to identify key features of characters, to understand the meaning of the characters listed in the content map and to be able to sort them according to their number of strokes and radicals Writing: to have an awareness of stroke order and to be able to write the characters listed in the content map, to invent their own 	<p>Context & Skills: Mulan Training Schedule What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to be able to retell key parts of the Mulan story Vocabulary: action verbs, time, place, feelings Grammar: to follow the S-Time-Place-V-O sentence order Listening: to be able to pick out key verbs /times from clips and passages from the Mulan story Speaking: to be able to say what I am doing at different times Reading: to be able to translate a passage on Mulan's day into a simple schedule Writing: to be able to write a range of sentences in pinyin and characters using the S-Time-Place-V-O sentence order Phonics: x q- xing qi <p>1, 3, 4, 5, 7, 8, 10, 11, 12</p>



	<p>七八九十, following a teacher model to write longer phrases e.g. 你几岁?</p> <ul style="list-style-type: none"> Phonics: i in different forms i-ni, i-shi, si, y1, ui-sui <p>National Curriculum Links*: 1,3,4,5,7,8, 10</p>	<p>characters (他, 她, 头,口, 有, 没有, 白, 红, 口, 手, 大, 小)</p> <ul style="list-style-type: none"> Phonics: e- he (4 tones),ge,de,ce,ke,se, x- xiao <p>National Curriculum Links*: 1,2,3,4,5,7,8,10,11,12</p>	<p>characters showing awareness of radicals and components</p> <ul style="list-style-type: none"> Phonics: to show increasing accuracy in pronunciation of tones of familiar words <p>National Curriculum Links*: 1,3,4,5,7, 9</p>	
Spring 1	<p>Context & Skills: Chinese New Year Animals What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to understand the Chinese zodiac legend and key ways people celebrate Chinese New Year Vocabulary: 12 zodiac animals, ordinal numbers Grammar: Use of di 第 for ordinal numbers, forming simple questions (Who is this?) and responses Listening: To be able to listen to multiple sentences and match the correct animals to the correct number order, to respond to requests for clarification (对不对?), to listen to an animal poem with onomatopoeic sounds Speaking: to join in with a traditional song, to ask for clarification (对不对?) Reading: to recognise the pinyin for all zodiac animals and characters for some animals (马, 牛, 羊, 鱼), to be able to read a short text and match animals to the correct order Writing: to write some characters for animals by memory 马, 牛, 羊, 鱼 Phonics: a – ma (horse) with four tones, shows some awareness of sound-spelling links in pinyin <p>National Curriculum Links*: 1,2,3,4,5,7,8</p>	<p>Context & Skills: Where are you? What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Places in a Chinese city (link school Suzhou), famous Chinese cities,我的朋友在哪里? song Vocabulary: Places in a city, places names, country names Grammar: to use 在 to give location, to use the S-Place-V-O sentence order Listening: to listen to a short clip and identify where different people are/where they live Speaking: to ask and answer where someone/something is and give detail about what the person is doing there, to ask questions to find out more about a place Reading: to identify where people are and what they are doing from a short passage Writing: to write sentences describing where people are/where they live and what they are doing in pinyin with some characters (他, 她, 你, 有, 住, 在, 家, 中国, 英国, 吃, 喝, 水, 肉, 牛, 羊, 鱼) Phonics: to make educated guesses about transliterated place names in pinyin e.g. Yìdàlì (Italy), Lúndūn (London) <p>National Curriculum Links*: 1, 3, 4, 5, 7, 9, 10, 11, 12</p>	<p>Context & Skills: YCT Level 1 Revision What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Vocabulary: YCT vocab list (~100 words and grammar structures) Grammar: to be able to differentiate between zai/qu, xihuan/bu xihuan, che/he Listening: to be able to pick out key information from short dialogues of familiar vocabulary Speaking: to have consolidated all previously learned vocab Reading: to be able to select the correct word or sentence to match a picture using all previously learned vocab Writing: to be able to select the correct grammar structure to complete a range of sentences Phonics: to consolidate all previously learned pinyin phonics <p>National Curriculum Links*: 1,7,12</p>	<p>Context & Skills: Chinese Mythological Creatures What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: traditional chinese tales and legends Vocabulary: all previously learnt vocabulary Grammar: all previously learnt vocabulary Listening: to listen to extended descriptions and match to the correct character Speaking: to read aloud my extended description and edit to improve Reading: to read an extended descriptive passage in pinyin and characters and pick out key information Writing: to write a descriptive paragraph in characters and pinyin- final independent writing outcome Phonics: <p>National Curriculum Links*: 1, 3, 4, 5, 6, 7, 10, 11, 12</p>
Spring 2	<p>Context & Skills: Brown Bear, Brown Bear What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: mandarin translated version of Eric Carle’s picture book ‘Brown Bear, brown bear’, cultural significance of specific colours and animals Vocabulary: colours and animals Grammar: to use the sentence pattern ‘ I like... ’, to use de 的 to describe Listening: to listen to a short story and be able to match the animals and colours Speaking: to say what colours and animals I like, to describe animals using colour adjectives 	<p>Context & Skills: Where are you going? What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Places in a Chinese city (link school Suzhou), famous Chinese cities Vocabulary: Places in a city, places names, country names Grammar: to use 在/去 to give location/ where I’m going, to use the S-Place-V-O sentence order Listening: to listen to a short clip and identify where different people are and where they are going 	<p>Context & Skills: YCT Level 1 Exam What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Vocabulary: YCT vocab list (~100 words and grammar structures) Grammar: to be able to differentiate between zai/qu, xihuan/bu xihuan, che/he Listening: to be able to pick out key information from short dialogues of familiar vocabulary Speaking: to have consolidated all previously learned vocab Reading: to be able to select the correct word or sentence to match a picture using all previously learned vocab 	<p>Context & Skills: Chinglish Poetry What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Tang dynasty poems, Jenny Wong workshop, what is translation? Vocabulary: all previously learnt vocabulary Grammar: all previously learnt vocabulary Listening: to listen, understand and express my preferences for simple Chinese poems Speaking: to read aloud a famous classical chinese poem



	<ul style="list-style-type: none"> Reading: to recognise pinyin words for colours and animals and characters for some animals/colours (马, 牛, 羊, 鱼, 白, 红, 橙, 黄 – link to prior learning of 口, 日, 田) Writing: to write phrases describing animals using colours, to write some characters for colours/animals by memory (马, 牛, 羊, 鱼, 白, 红) and use 的 correctly Phonics: ao – niao, mao, xiong mao, x – xiong, 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) <p>National Curriculum Links*: 1,2,3,4,5,7,8,10,11</p>	<ul style="list-style-type: none"> Speaking: to ask and answer ‘Where are you going?’ and give detail about what the person is doing there Reading: to identify where people are/where they are going and what they are doing from a short passage Writing: to write sentences in pinyin and some characters describing where people are and what they are doing (他, 她, 你, 去, 在, 家, 中国, 英国, 吃, 喝, 水, 肉, 牛, 羊, 鱼) Phonics: q-qu <p>National Curriculum Links*: 1, 3, 4, 5, 7, 9, 10, 11, 12</p>	<ul style="list-style-type: none"> Writing: to be able to select the correct grammar structure to complete a range of sentences Phonics: to consolidate all previously learned pinyin phonics <p>National Curriculum Links*: 1,7,12</p>	<ul style="list-style-type: none"> Reading: to use a dictionary to look up unknown words Writing: to begin to understand the complexities of translation and to attempt to translate a simple poem, to use what I have learned to write a multilingual poem Phonics: <p>National Curriculum Links*: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12</p>
Summer 1	<p>Context & Skills: Body Parts What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Wushu Vocabulary: face and body parts Grammar: to use mei 没 to negate a verb, S-V-O sentence structure Listening: to listen and point to the correct body part, to listen to a short dialogue and identify what someone has/doesn’t have Speaking: to join in with a song, to say what I have and don’t have Reading: to read a short passage and identify what someone has/doesn’t have Writing: to write a short rap in pinyin to say the things I have using a range of nouns, to write some characters from memory (头, 口, 手, 有, 没有 + those previously learnt) Phonics: ou - tou, kou, you, applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation. <p>National Curriculum Links*: 1, 3, 4, 5, 7, 10, 12</p>	<p>Context & Skills: What time is it? What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: daily life for school pupils in China/Chinese-speaking countries, negative connotation of gifting clocks Vocabulary: 1 to 60, o’clock, half-past, now Grammar: To use 几 to form questions (to ask the time), S-Time-Place-V-O sentence order, number two ‘er’ changing to ‘liang’ for countable things Listening: to listen to a short dialogue and be able to identify what different people are doing at different times Speaking: to ask and answer ‘what time is it now?’ Reading: to read the time in characters, to identify what different people are doing at specific times from a short passage in pinyin with some characters (他, 她, 妈妈, 马, 鱼, 羊, 牛, 你, 有, 住, 在, 家, 中国, 英国, 吃, 喝, 水, 肉, 牛, 羊, 鱼) Writing: to write the time in characters, to write sentences to describe what is happening at a specific time in pinyin with some characters (see list above) Phonics: ian- xian, dian, jian, tian <p>National Curriculum Links*: 1, 3, 4, 5, 7, 10, 11, 12</p>	<p>Context & Skills: Chinese Opera What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to be able to describe the key characters in chinese opera and how they are portrayed through masks/costumes Vocabulary: colours, body parts, adjectives Grammar: to be able to use a range of sentence types to describe Listening: to listen to simple descriptions and match to the correct picture/person Speaking: to describe an unseen picture using a range of adjectives and grammar structures Reading: to be able to read descriptions written in characters match to the correct picture/person Writing: to write a range of descriptive sentences mostly in characters with some pinyin (see content map for list of characters) e.g. 他是男人。他有红 se 的 pifu. 他叫_____。 Phonics: practise tones in different combinations <p>National Curriculum Links*: 1, 3, 4, 5, 7, 10, 11, 12</p>	<p>Context & Skills: Please Vote for Me What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: Please vote for me film, everyday life in a Chinese primary school, communism, democracy Vocabulary: personal descriptions and self-introductions, school environment and schedule, preferences, feelings Grammar: all previously learnt vocabulary Listening: to pick out key information from clips of dialogue from a film Speaking: to ask and answer questions about the characters and actions in the film, to express preferences and opinions Reading: to read a short passage in pinyin and characters and pick out key information about appearance, time, place and actions Writing: to use a range of sentences to describe characters, actions and everyday life in a school in china in pinyin and characters Phonics: <p>National Curriculum Links*: 1, 3, 4, 5, 7, 8, 9, 11, 12</p>
Summer 2	<p>Context & Skills: My favourite food & drink What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: famous Chinese foods, optional china town or Wagamama trip 	<p>Context & Skills: Monkey King What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to 	<p>Context & Skills: Letter to my penpal What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: to understand some key information about their 	<p>Context & Skills: Chinese Tea House What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> Context & Cultural understanding: authentic menus, key features of a



	<ul style="list-style-type: none"> ○ Vocabulary: foods and drinks ○ Grammar: to use 不 to negate a verb, S-V-O sentence structure ○ Listening: to listen to a short clip and identify what someone likes/doesn't like eating/drinking ○ Speaking: to ask and answer what do you like eating? to join in with a song ○ Reading: to read a short passage and identify what someone likes/doesn't like eating/drinking ○ Writing: to be able to write sentences using pinyin and some characters (水, 肉, 牛, 羊, 鱼, 吃, 喝, 不) to say what I like/don't like eating/drinking ○ Phonics: ao-bao, ou-rou, iu-niu, ai-cai, i-chi, e-he, applies phonic knowledge to support writing in pinyin including more tricky graphemes particular to pinyin (ai ei ao ou ui iu/j q x) <p>National Curriculum Links*: 1, 3, 4, 5, 7, 8, 10, 12</p>	<p>understand key features of the main characters and historical significance of the Monkey King story</p> <ul style="list-style-type: none"> ○ Vocabulary: feelings, key characters from the Monkey King story ○ Grammar: to use 很 hen when describing how someone is feeling ○ Listening: to listen to a short clip and identify how people are feeling in Mandarin, to be able to pick out key emotion words from a short video ○ Speaking: to ask and answer how are you/how is he feeling? ○ Reading: to read a short passage and identify how different people are feeling in pinyin with some characters ○ Writing: to describe characters from the monkey king in pinyin with some characters (他, 有, 没有, 红, 白, 大, 小, 口, 手, 头), to describe how different people are feeling in pinyin with some characters (妈妈, 马, 鱼, 羊, 牛, 他, 她, 有, 好, 不好, 很) ○ Phonics: eng- sheng, leng, cheng <p>National Curriculum Links*: 1, 3, 4, 5, 7, 10, 11, 12</p>	<p>link school partners who they will be writing to</p> <ul style="list-style-type: none"> ○ Vocabulary: to be able to apply all previously learned vocabulary to describe themselves, their family/friends, local area and their likes/dislikes ○ Grammar: to be able to apply a range of grammar structures in a letter, including using 的 to describe, 不, 没 to form the negative and 吗 to form questions ○ Listening: to be able to listen to classmates' letters and pick out key information ○ Speaking: to be able to read aloud their letter to identify missing words and edit to improve ○ Reading: to be able to use a dictionary to look up new words, be able to read their classmates letters and identify key information ○ Writing: to be able to write a short passage in pinyin with some characters (see content map for list) comprising sentences with a range of grammar structures, to be able to type in pinyin and select the correct characters on a computer ○ Phonics: to be able to spell familiar words correctly and make phonetically plausible attempts to sound out to spell new words <p>National Curriculum Links*: 1, 3, 4, 5, 6, 7, 9, 10, 11, 12</p>	<p>typical chinese tea house, to visit china town</p> <ul style="list-style-type: none"> ○ Vocabulary: food and drink, ordering, prices and paying ○ Grammar: S-V-O sentence structure, forming questions using 吗 ○ Listening: To be able to respond appropriately in a tea house role play to a range of questions ○ Speaking: To be able to engage in a conversation as part of a tea house role play including asking and answering 'how much is that?', 'what do you want?' ○ Reading: to be able to read a range of food and drink words in characters on a menu, to use a dictionary to look up unknown words ○ Writing: to be able to write a range of characters, to type in pinyin and select the correct characters ○ Phonics: <p>National Curriculum Links*: 1, 3, 4, 5, 7, 9, 10, 12</p>
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This document is also supplemented by a vocabulary progression map

National Curriculum Links*

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
6. present ideas and information orally to a range of audiences*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally* and in writing Languages – key stage 2 3
12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.