

### **Subject Vision**

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

### **Subject End Points**

EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation

EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language

EP3 read understand and to be able to respond to a variety of authentic texts

EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately

EP5 develop an appreciation for French speaking culture



SOUTH DOWNS

LEARNING TRUST

## Mandarin Year 7

### Subject Domains of Knowledge

D1 Myself  
D2 Family  
D3 Home  
D4 Area  
D5 Free time  
D6 Sports  
D7 School  
D8 Holidays and travel  
D9 Future plans  
D10 Festivals and celebrations  
D11 Environment  
D12 Life online  
D12 Tourism  
D13 Food and Drink  
D14 Daily Life

### Subject Key Concepts

C1 Nouns

- Gender
- Singular and plural

C2 Articles

- definite
- Indefinite
- partitive

C3 Adjectives

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

C4 Adverbs

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

C5 Quantifiers/intensifiers

C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object

- Demonstrative
  - Indefinite
  - interrogative
- C8 Verbs
- Regular and irregular
  - Negatives
  - Tenses
  - Present
  - Perfect
  - Imperfect
  - Simple Future
  - Near Future
  - Conditional
  - Pluperfect
  - Subjunctive
  - Passive
  - Imperative
  - Present participles
- C9 Idiomatic expressions
- C10 Opinion expressions

## Medium Term Curriculum Plan

### Year 7 Mandarin

Term	Term 1 : 嗨 (hai) = Hi!	Term 2 : 家 (jia) = Family & Home
Unit overview	<i>In this unit, pupils will learn to greet others, introduce themselves and talk about their age.</i>	<i>In this unit, pupils will learn how to talk about family, pets and birthdays.</i>
Lesson Schedule	<ol style="list-style-type: none"> <li>One, two, three, … , 一、二、三, yī, èr, sān</li> <li>How old are you? 你多大? nǐ duō dà ?</li> <li>Hello, 你好? nǐ hǎo?</li> <li>My name is …我叫… wǒ jiào…</li> <li>China, 中国, zhōng guó</li> </ol>	<ol style="list-style-type: none"> <li>My family, 我的家人, wǒ de jiā rén</li> <li>My little cat, 我的小猫, wǒ de xiǎo māo</li> <li>My birthday, 我的生日, wǒ de shēng rì</li> <li>Chinese homes, 中国人的家, zhōng guó rén de jiā</li> </ol>
Key Domains and Concepts taught in this Unit / Term	D1 Myself  C1 Nouns C3 Adjectives C8 Verbs	D2 Family C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> </ul> C8 Verbs <ul style="list-style-type: none"> <li>• Present</li> </ul>
KS4 End Points	EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language EP3 read understand and to be able to respond to a variety of authentic texts EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately	EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language EP3 read understand and to be able to respond to a variety of authentic texts EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately EP5 develop an appreciation for Chinese speaking culture

	EP5 develop an appreciation for Chinese speaking culture	
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• How to read and say greetings</li> <li>• How to recognise the meanings of Chinese characters</li> <li>• How to count to 99</li> <li>• How to say how old they are</li> <li>• How to respond to greetings</li> <li>• How to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise characters related to family members.</li> <li>• How to recognise characters related to pets.</li> <li>• How to read characters related to age.</li> <li>• How to use adjectives in Chinese.</li> <li>• How to ask questions relating to birthdays and pets.</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Write Chinese characters from memory</li> <li>• Recite the numbers 1-99</li> <li>• Confidently talk about their age and that of others</li> <li>• Say their name and ask other's names</li> <li>• Recognise the most fundamental 8 characters associated with the Chinese languages</li> </ul>	<ul style="list-style-type: none"> <li>• Say how many pets they have and what they are.</li> <li>• Describe their family.</li> <li>• Talk about how many brothers and sisters they have.</li> <li>• Talk about when their birthday is.</li> <li>• Understand more about extended Chinese families.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Maths sums in Chinese</li> <li>• Spellings/use of pinyin</li> <li>• Refer to Year 7 Mandarin vocab lists</li> </ul>	<ul style="list-style-type: none"> <li>• Use of larger numbers 21-99</li> <li>• Sentence order similarities and differences to English</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	This may be the first time students are accessing Mandarin – we assume no prior learning	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Word order</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• Using numbers to discuss family members and their ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing opinions and hobbies.</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Reading and understanding Chinese characters.</li> <li>• Writing Chinese characters for the first time.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding more Chinese characters.</li> <li>• Writing Chinese characters from memory.</li> <li>• Concept of measure words.</li> </ul>

Term	Term 3: 爱好 (ai hao) = <i>Hobbies</i>	Term 4: 学校 (xue xiao) = <i>School</i>
Unit overview	<i>In this unit, pupils will learn to talk about their hobbies and express opinions about other activities.</i>	<i>In this unit, pupils will learn how to talk about their school and which subjects they like or dislike studying.</i>
Lesson Schedule	<ol style="list-style-type: none"> <li>1. Lets play games!, 我们玩儿游戏吧!, wǒ mén wánr yóu xì ba</li> <li>2. I like watching TV!, 我喜欢看电视!, Wǒ xǐ huan kàn diàn shì!</li> <li>3. Can you swim?, 你会游泳吗?, Nǐ huì yóu yǒng ma?</li> <li>4. I surf the net on Mondays, 我星期一上网, Wǒ xīng qī yī shàng wǎng</li> </ol>	<ol style="list-style-type: none"> <li>1. Chinese is cool! 中文很酷! zhōng wén hěn kù!</li> <li>2. What time's your class? 你几点上课? Nǐ jǐ diǎn shàng kè</li> <li>3. My timetable, 我的课程表, wǒ de kè chéng biǎo</li> <li>4. Is your class big? 你们班大不大? Nǐ men bān dà bu dà?</li> </ol>
Key Domains and Concepts taught in this Unit / Term	D1 Myself D6 Sports C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> </ul> C8 Verbs <ul style="list-style-type: none"> <li>• Present</li> </ul>	D7 School C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> </ul> C8 Verbs <ul style="list-style-type: none"> <li>• Present</li> </ul>
KS4 End Points	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p>

<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• How to recognise characters related to hobbies.</li> <li>• How to express likes and dislikes.</li> <li>• How to ask questions about opinions.</li> <li>• How to ask questions about hobbies.</li> <li>• How to ask recognise the days of the week in Chinese.</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise characters related to school subjects.</li> <li>• How to ask and answer questions about their class.</li> <li>• How to recognise opinions about school subjects.</li> <li>• How to use more adjectives in Chinese.</li> <li>• How to ask questions relating to school timetables/</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Talk about their hobbies.</li> <li>• Talk about when they do their hobbies.</li> <li>• Ask questions about others' hobbies.</li> <li>• Talk about their own abilities relating to sports.</li> <li>• Write hobby-related vocabulary from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what school subjects they like.</li> <li>• Describe their classes.</li> <li>• Write out their school timetable.</li> <li>• Describe the size of the groups they're in.</li> <li>• Understand more about Chinese school life.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Spellings/use of pinyin</li> <li>• Refer to Year 7 Mandarin vocab lists</li> <li>• Explicit use of adjectives, verbs and nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Using numbers for description.</li> <li>• Explicit use of adjectives, verbs and nouns for describing classes.</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>



<b>Links to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Word order</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• Describing school timetables and subject likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing opinions about food and drink.</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Reading and understanding Chinese characters.</li> <li>• Writing Chinese characters for the first time.</li> <li>• Understanding Chinese word order in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding more Chinese characters.</li> <li>• Writing Chinese characters from memory.</li> <li>• Use of Chinese measure words when counting.</li> </ul>

<b>Term</b>	<b>Term 5 : 食品和饮料 (shì pǐn hé yǐn liào) = Food and drink!</b>	<b>Term 6 : 复习 (fù xī) = Review</b>
<b>Unit overview</b>	<i>In this unit, pupils will learn to discuss what food and drinks they like and dislike.</i>	<i>In this unit, pupils will review and consolidate prior learning from Units 1-5.</i>
<b>Lesson Schedule</b>	<ol style="list-style-type: none"> <li>1. I eat rice, 我吃米饭, wǒ chī mǐ fàn</li> <li>2. What do you have for lunch? 你午饭吃什么? Nǐ wǔ fàn chī shén me</li> <li>3. Daily meals, 一日三餐, yī rì sān cān</li> <li>4. I would like a coke, 我想喝可乐, wǒ xiǎng hē kě lè</li> </ol>	<i>The structure of these lessons will depend on the class, and assessment from the teacher as to how well they have done in previous units, and what needs working on</i>
<b>Key Domains and Concepts taught in this Unit / Term</b>	D1 Myself D13 Food and Drink C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> </ul> C8 Verbs <ul style="list-style-type: none"> <li>• Present</li> </ul>	D1 Myself D2 Family D5 Free time D7 School D13 Food and Drink C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> </ul> C8 Verbs <ul style="list-style-type: none"> <li>• Present</li> </ul>
<b>KS4 End Points</b>	EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language EP3 read understand and to be able to respond to a variety of authentic texts EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately	EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language EP3 read understand and to be able to respond to a variety of authentic texts EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately EP5 develop an appreciation for Chinese speaking culture

	EP5 develop an appreciation for Chinese speaking culture	
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• How to recognise characters related to food and drink.</li> <li>• How to recognise characters related to times of the day.</li> <li>• How to use different verbs for ordering food.</li> <li>• How to distinguish food eaten at different times of the day.</li> <li>• How to identify commonly eaten and traditional Chinese foods.</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise characters related to family members.</li> <li>• How to recognise characters related to pets.</li> <li>• How to recognise characters related to age.</li> <li>• How to use adjectives in Chinese.</li> <li>• How to ask questions relating to birthdays and pets.</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Talk about foods and drinks they like and dislike.</li> <li>• Write from memory food and drink related characters.</li> <li>• Order food and drink in a café/restaurant situation.</li> <li>• Ask others about their food and drink preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Say how many pets they have and what they are.</li> <li>• Describe their family.</li> <li>• Talk about how many brothers and sisters they have.</li> <li>• Talk about when their birthday is.</li> <li>• Understand more about extended Chinese families.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Counting the cost of foods/drinks in Chinese.</li> <li>• Spellings/use of pinyin</li> <li>• Refer to Year 7 Mandarin vocab lists</li> </ul>	<ul style="list-style-type: none"> <li>• Spellings/use of pinyin</li> <li>• Sentence order similarities and differences to English</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Forming questions in Chinese (food preferences)</li> <li>• Counting and using numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Word order</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• Learning to describe the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the weather.</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Reading and understanding Chinese characters.</li> <li>• Forming questions using 'shen me'.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding more complex Chinese sentences.</li> <li>• Writing Chinese characters from memory.</li> <li>• Concept of measure words.</li> </ul>