

# Mandarin Learning Framework

## Beginners – Year 1

## Second Level

	Experiences and Outcomes	Skills	Learning Intentions	Revised Language	New Language	Assessment / Success Criteria
1	<p>I can share simple facts about features of life in some of the countries where the language I am learning is spoken. <b>MLAN 2-09a</b></p> <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. <b>SOC 2-19a</b></p>	<p>L&amp;T – Organising and using information</p> <p>Reading – to appreciate other cultures.</p>	<p><b>LI: To explore similarities and differences between Scotland and China.</b></p>		<p>Introduce Pinyin / Characters / Tones</p>	<p>I can identify China on a map</p> <p>I can discuss some geographical features of China, for example, important cities, human-made and natural landmarks and the national flag.</p> <p>I can demonstrate understanding of basic cultural references to China, for example, food and national celebrations.</p> <p>I can identify some similarities and differences between Scotland and China, for example, the school day, the climate, the population and currencies.</p> <p>I can compare and contrast some aspects of the lifestyle and culture of the citizens of Scotland and China.</p>
2	<p>I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. <b>MLAN 2-02a</b></p>	<p>L&amp;T – Listening and Talking with others</p>	<p><b>LI: To greet others using some polite phrases.</b></p>	<p>Pinyin, Characters, Tones</p>	<p>Nǐ hǎo 你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxiè, nǐ ne?  Bù zǎ me yàng māmǎhǔhǔ zàijiàn 再见</p>	<p>I can respond appropriately when greeted in Chinese.</p> <p>I can use some social terms to begin and end interactions.</p> <p>I can use my Listening and Talking skills appropriately with a Language Partner.</p> <p>I can respond appropriately to questions about myself using sentences, phrases, words and gestures such as nodding and/or pointing.</p> <p>I can apply non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language.</p>

3	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. <b>MLAN 2-01a</b></p> <p>With support, I am beginning to experiment with writing in the language I am learning. <b>MLAN1-13</b></p>	<p>L&amp;T – Listening for information</p> <p>Writing – organising and using information</p>	<p><b>LI: To count, recognise and write characters for numbers to 10.</b></p>	<p>Nǐ hǎo 你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxiè, nǐ ne?</p> <p>Bù zě me yàng māmǎhǔhǔ zàijiàn 再见</p>	<p>Numbers 1 – 10 Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí.</p> <p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十</p>	<p>I can listen to, repeat and demonstrate understanding of numbers to 10. I can use Chinese numbers whilst participating in number games and activities. I can read, recognise and put into order characters for numbers to 10. I can use numbers to 10 to help me learn the four tones. I can write characters for numbers to 10. I can actively participate in number songs, rhymes and poems in Chinese.</p> <hr/>
4	<p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. <b>MLAN 2-11d</b></p>	<p>Reading – Using knowledge about language</p>	<p><b>LI: To count, recognise and write characters for numbers from 11-99</b></p>	<p>Numbers 1 – 10 Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí.</p> <p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十</p>	<p>Numbers 11-99 Learn how to form bigger numbers</p>	<p>I can listen to, repeat and understand numbers to 99. I can use Chinese numbers whilst participating in number games and activities. I can read, recognise and put into order characters for bigger numbers. I can fill in the missing numbers in characters for numbers between 11-99.</p>
5	<p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. <b>MLAN 2-05a</b></p>	<p>L&amp;T – Listening and Talking with others</p>	<p><b>LI: To take part in a simple conversation to share information about myself.</b></p>	<p>Nǐ hǎo 你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxiè, nǐ ne?</p> <p>Bù zě me yàng māmǎhǔhǔ zàijiàn 再见</p> <p>Numbers 1 – 10</p>	<p>Nǐ jiào shénme? Wǒ jiào ____ Nǐ jǐ suì? Wǒ ____ suì. 你, 我</p>	<p>I can listen and respond appropriately to others by answering and asking simple questions about myself and others. I can share simple, personal information about myself. I can use my knowledge of numbers to talk about my age. I can find my Chinese name and tell it to others. I can use polite social terms to begin and end interactions.</p>

				Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí.  一, 二, 三, 四, 五, 六, 七, 八, 九, 十		I can talk, for example, about myself and others, with an increasing range of vocabulary. I can listen, take turns and contribute appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures.
6	I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. <b>MLAN 2-08</b>  I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. <b>MLAN 2-11c</b>	Reading – finding and using information  Using knowledge about language	<b>LI: To develop an understanding of how Chinese characters are formed.</b>	Numbers 1 – 10 Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí.  一, 二, 三, 四, 五, 六, 七, 八, 九, 十	Introduction to characters / radicals – focus on Reading  Sorting characters by radicals (fire, water, grass, bamboo, animal, mouth)	I can identify and read some simple characters. I can begin to identify some Chinese characters that derive from pictograms. I can recognise some simple Chinese radicals. I can sort unfamiliar characters by radicals to begin to identify their meanings. I can sequence characters for numbers to 10. I can use resources such as word mats, word lists and flashcards to support understanding of unfamiliar vocabulary and to cross-check words or phrases.
7	I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. <b>MLAN 2-14a</b>	Writing – Organising and using information  Writing Characters Stroke Order	<b>LI: To write some words/phrases using Chinese characters.</b>	Numbers 1 – 10 Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí.  一, 二, 三, 四, 五, 六, 七, 八, 九, 十  Radicals	Using characters for previously learned vocabulary.	I can write simple characters while keeping stroke order in mind. I can label pictures using both Pinyin and Chinese characters. I can copy characters when demonstrated, using Chinese character paper. I can use a water brush and mat to practice writing Chinese characters. I can produce labels in Chinese Characters for objects in the classroom and around the school.

						I can use ICT when appropriate to check words and to produce written text in different formats.
8	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. <b>MLAN 2-03a</b>	L&T – Listening and talking with others  Reading (characters)	<b>LI: To use names for some family members whilst talking with others.</b>	Nǐ jiào shénme? Wǒ jiào ____ Nǐ jǐ suì? Wǒ ____ suì. 你, 我	Māmā 妈妈 Bàba 爸爸 Jiějiě 姐姐 Mèimei 妹妹 Gēgē 哥哥 Dìdì 弟弟  Wǒ de 我的 Nǐ de 你的  Yǒu 有 - have Méi yǒu 没有 - don't have	I can say the names for some family members. I can translate Chinese names for family members into English. I can collaborate with others in a range of activities to talk about family, for example, short role plays, animated/ recorded dialogues, games and performances. I can identify radicals which indicate female family members. I can use 'de' to indicate possession. I can use 有 yǒu and 没有 méi yǒu in my conversations about family. I can talk about myself and others, with an increasing range of vocabulary. I can work collaboratively on speaking tasks, conveying personal information and information about others.
9	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. <b>MLAN 2-01c</b>	Listening and Talking - Listening for Information  Focus on Tones Identifying tones in spoken words	<b>LI: To use my knowledge of tones to pronounce words clearly.</b>	Māmā 妈妈 Bàba 爸爸 Jiějiě 姐姐 Mèimei 妹妹 Gēgē 哥哥 Dìdì 弟弟  Wǒ de 我的 Nǐ de 你的  Yǒu 有 Méi yǒu 没有	Use words for Classroom Objects to focus on tones and possession, eg, Shū 书 Chǐzi 尺子 Bǐ 笔 Qiānbǐ 铅笔 Bǐjìběn 笔记本 Shūbāo 书包	I can discuss the differences between the sounds of English and Chinese. I am aware of the four tones used in Chinese speech. I can identify the tones used when hearing some familiar words and phrases. I can mimic the sounds I hear when listening to a Chinese speaker. <hr/> I can talk about objects I own (e.g. Wǒ de Shūbāo 我的书包) <hr/>

10	<p>I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example.</p> <p>MLAN 2-08a</p>	Reading – Finding and using information	<p>LI: To use my knowledge of numbers to find the days of the week, the months of the year and to form the date.</p>	<p>Numbers 1 – 12</p> <p>Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí, shíyī, shí'èr</p> <p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 十一, 十二</p>	<p>Using patterns to introduce days of the week and months of the year.</p> <p>Xīngqī yī, 星期一 xīngqī'èr, 星期二 xīngqīsān, 星期三 xīngqīsì, 星期四 xīngqíwǔ, 星期五 xīngqíliù, 星期六 xīngqírì 星期日</p> <p>Yī yuè, 一月 èr yuè, 二月 sān yuè, 三月 sì yuè, 四月 wǔ yuè 五月 liù yuè, 六月 qī yuè, 七月 bā yuè, 八月 jiǔ yuè, 九月 shí yuè, 十月 shíyī yuè 十一月 shí'èr yuè 十二月</p> <p>jīn tiān shì 今天是...</p> <p>rì rì / hào hào</p>	<p>I can use my knowledge of numbers to 12 to help me learn the Days of the Week and the Months of the Year.</p> <p>I can sequence labels in Pinyin and Characters for Days of the Week and Months of the Year.</p> <p>I can create a Chinese class calendar.</p> <p>I can create a sentence using time vocabulary correctly (i.e/ at the beginning of the sentence).</p> <p>I can say, recognise and write dates in Mandarin.</p> <p>I can match images to appropriate text in the target language.</p> <p>I can sequence pictures/labels to order key events in a text written in the target language.</p> <p>I can summarise the text in English.</p>
11	I explore comparisons and connections	Listening and Talking –	<p>LI: To name some colours</p>	Days, Months, Dates	<p>hóngsè 红色 lǜsè 绿色</p>	I can talk about the importance of certain colours in Chinese culture

	<p>between sound patterns in different languages through play, discussion and experimentation. <b>MLAN 2-07a</b></p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. <b>MLAN 2-07b</b></p>	<p>Organising and Using Information,</p> <p>Using knowledge about language</p>	<p><b>and recognise their characters.</b></p>	<p>huángsè 黄色 lán sè 蓝色 hēisè 黑色 báisè 白色 chéngsè 橙色 zǐsè 紫色 zōngsè 棕色 fěnhóngsè 粉红色</p> <p>Zhè shì shénme yánsè? 这是什么颜色? zhè shì ____ 这是。。。。</p> <p>色 sè</p>	<p>I can learn names for some colours and use them in games and activities I can identify written names of colours by the character, ‘色’ I can use the names of some colours in a short question and answer with my Language Partner. I can recognise familiar words in different contexts, for example, in short stories, games and rhymes.</p>	
12	<p>I can use familiar language to describe myself and to exchange straightforward information. <b>MLAN 2-13b</b></p>	<p>Writing – organising and using information</p>	<p><b>L.I: To say or write simple sentences, using Pinyin or characters, to say what I like or dislike.</b></p>	<p>hóngsè 红色 lǜsè 绿色 huángsè 黄色 lán sè 蓝色 hēisè 黑色 báisè 白色 chéngsè 橙色 zǐsè 紫色 zōngsè 棕色 fěnhóngsè 粉红色</p> <p>Zhè shì shénme yánsè? 这是什么颜色? zhè shì ____ 这是。。。。</p>	<p>Wǒ xǐhuān—— Wǒ bù xǐhuān—</p> <p>verbs: chī 吃 hē 喝</p> <p>Question word: shén me 什么?</p> <p>Food and Drink vocab, e.g/ Mǐ 米 Jiǎo zi 饺子 Miàntiáo 面条 Shuǐ 水</p>	<p>I can create simple texts about foods I like and dislike, in Pinyin or in characters. I can create a word bank of food and drink vocabulary. I can use phrases for ‘I like’ and ‘I don’t like’ in different contexts, e.g., with colours. I can use ‘不’ to create a negative statement. I can use food and drink vocabulary in games and activities. I can identify the characters for “eat” and “drink” that derive from pictograms. I can use two verbs together, for example, ‘I like to eat...’ I can discuss the foods and drinks I like and dislike with my Language Partner.</p>

				色 sè	Chá 茶 Kāfēi 咖啡	
13	<p>I take an active part in daily routines, responding to instructions, which are accompanied by gesture and expression. <b>MLAN 2-01b</b></p> <p>I can ask for help confidently using learned phrases and familiar language. <b>MLAN 2-04a</b></p>	Listening and Talking – listening and talking with others	<b>L.I: To follow some simple classroom instructions.</b>	<p>Nǐ hǎo 你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxiè, nǐ ne?</p> <p>Bù zě me yàng mǎmǎhǔhǔ zàijiàn</p> <p>Nǐ jiào shénme? Wǒ jiào ____</p> <p>Nǐ jǐ suì? Wǒ ____ suì.</p> <p>你, 我</p>	<p>Classroom Instructions e.g/ Qǐng zuò 请坐 qǐng jìn 请进 qǐng tīng 请听 qǐng ānjìng 请安静 qǐng kàn 请看</p> <p>qǐng zhàn qǐlái qǐng jǔ shǒu</p> <p>Qǐng zàishuō yī biàn</p> <p>Qǐng gēn wǒ shuō</p> <p>Zǎoshang hǎo xiàwǔ hǎo Lǎoshī hǎo</p>	<p>I can demonstrate an understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in Chinese. I can play games to demonstrate my understanding of simple instructions. I understand when and how to use, 'qǐng'. I can listen and respond at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. In the target language, I can request that others, for example, 'repeat' or 'slow down'. I can collaborate with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p>
14	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using	Listening and Talking – listening and talking with others Writing – organising	<b>L.I: To talk and write about myself.</b>	<p>Wǒ jiào ____ Wǒ ____ suì. 你, 我</p> <p>wǒ xǐhuān____ wǒ bù xǐhuān—</p>	<p>Putting together language learned to date</p> <p>Dà 大 Xiǎo 小</p>	<p>I can respond appropriately to simple questions about myself. I can talk about my likes and dislikes with increasing confidence. I can use a few simple adjectives such as those related to size or colour.</p>

	<p>straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. <b>MLAN 2-02a</b></p> <p>I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. <b>MLAN 2-13a</b></p>	and using information		<p>Hóng sè, lǜ sè, huáng sè, lán sè, hēi sè, bái sè, chéng sè, zǐ sè, zōng sè, fěnhóng sè.</p> <p>Food Vocabulary Family Members</p>		<p>I can listen and respond at the appropriate time to others by answering and asking simple questions. I can use some polite social terms to begin and end interactions. I can write a simple text, in Pinyin and / or characters, sharing information about myself. I can share my likes and dislikes in writing.</p> <p>I can work with others to plan and check written work. I can use support such as online translation tools, word banks, ICT, cloze activities or writing frames to produce written text in the target language.</p>
15	<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. <b>MLAN 2-12a</b></p>	<p>Reading – using knowledge about language</p> <p>Writing – Organising and using information</p>	<p><b>L.I: To use online resources, picture dictionaries and word mats to support my learning.</b></p>	<p>Pronouns Nǐ 你 Wǒ 我</p> <p>Wǒ xǐhuān—— wǒ bù xǐhuān——</p> <p>Food Vocabulary</p>	<p>Putting together language learned to date</p> <p>Sports Language Dǎ 打, Tī 踢 籃球 lánqiú 足球 zúqiú 乒乓球 pīngpāng qiú, 棒球 bàngqiú 网球 wǎngqiú 橄欖球 gǎnlǎnqiú</p>	<p>I can confidently use a word mat or picture dictionary to help me write in Pinyin and/or characters. I can use online tools, such as Google Translate and handwriting recognition software, to help me find the words I need. I can create my own resources to help me write, for example, word mats with vocabulary learned so far. I can use a variety of familiar resources to support my understanding of simple texts. I can identify words in the target language which are similar in different languages to support understanding of unfamiliar words.</p> <p>I can identify parts of speech such as nouns, adjectives, adverbs and verbs after discussion in English.</p>



						I can use familiar pronouns with Sports Vocabulary.
16	I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. <b>MLAN 2-05a</b>	L&T – Listening and talking with others	<b>L.I: To participate in songs and rhymes, recalling key words and phrases.</b>	Revise key language in songs or texts used.	New vocabulary from simple stories, poems, songs and texts.	I can give a personal response to stories, songs, rhymes and poems in Chinese. I can recognise and translate simple/key words and phrases into English. I can demonstrate understanding of songs, rhymes, poems and games through appropriate actions, gestures and mime. I can use contextual clues to infer the meaning of any new vocabulary.
17	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. <b>MLAN 2-03b</b>  I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. <b>MLAN2-13a</b>	L&T – Listening and talking with others  Writing – Organising and using information	<b>L.I: To work with others to write and perform a Chinese dialogue.</b>	Nǐ hǎo 你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxiè, nǐ ne?  Bù zě me yàng māmǎhǔhǔ zàijàn  Nǐ jiào shénme? Wǒ jiào ____ Nǐ jǐ suì? Wǒ ____ suì. 你, 我 Wǒ xǐhuān— — wǒ bù xǐhuān— —	Vocabulary to support development of a dialogue of pupils' choice.	I can work with others to create role plays and dialogues. I can use IT to create recorded dialogues and performances. I can use the language I have learned so far to create an interesting dialogue. I can listen and respond at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. I can listen, take turns and contribute appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. With support from reference materials, I can produce written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order.

<p>18</p>	<p>This section should be used at Chinese New Year.</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. <b>MLAN 2-05b</b></p> <p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. <b>MLAN 2-06a</b></p> <p>I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. <b>MLAN 2-06b</b></p>	<p>L&amp;T – Listening and Talking with others</p> <p>Organising and using Information</p> <p>Reading – Reading to appreciate other cultures</p> <p>Reading for interest and enjoyment</p>	<p><b>L.I: To use vocabulary for animals and numbers to help tell the story of the Chinese Zodiac.</b></p> <p><b>L.I: To plan and take part in the celebration of a Chinese festival.</b></p>	<p>Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí, shíyī, shí'èr</p> <p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 十一, 十二</p>	<p>shǔ, niú, hǔ, tù, lóng, shé, mǎ, yáng, hóu, jī, gǒu, zhū</p> <p>Xióngmāo, yú, mào, niǎo</p> <p>鼠, 牛, 虎, 兔, 龙, 蛇, 马, 羊, 猴, 鸡, 狗, 猪</p>	<p>I can give a personal response to stories, songs, rhymes and poems related to Chinese New Year.</p> <p>I can listen to and retell stories related to Chinese New Year.</p> <p>I can identify some ways in which Chinese people celebrate Chinese New Year.</p> <p>I can participate in games and activities related to Chinese Festivals.</p> <p>I can collaborate with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats.</p> <p>I can help my class to plan and participate in a celebration of Chinese New Year.</p> <p>I can research some key cultural differences between Scotland and China, such as differences in school systems, foods, how festivals are celebrated.</p> <p>I can demonstrate understanding of what I have learned through creating presentations in English to pass on my knowledge to others.</p>
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