Mandarin Learning Framework - Stage 2 (follows on from Stage 1 Framework)   Second Level

Theme 1 – All About Me	Theme 2- Living In China	Theme 3 – Our World
Introducing Myself Q and A Parts of the Body Using Verbs to Describe My Actions Using Adjectives to Describe Myself Talking About My Feelings Writing About What makes me Special	Numbers to 1000 Money Telling The Time School Subjects / Timetables Compound Words / how Chinese words are constructed Transport / Word Order Listening Comprehension	Countries / Nationalities/ Languages Animals / Shenme Questions Weather / Climate in China Habitats Climate Change / Sustainability My Local Community Talking About My Environment (Audio/Video)

Theme 1 – All About Me

	Experiences and Outcomes	Skills	Learning Intentions	Revised Language	New Language	Suggestions / Ideas for Assessment
1 Introducing Myself (Using two verbs together)	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short,	L&T	To share personal information in a brief conversation.	Nǐ hǎo 你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxiè, nǐ ne? Bù zě me yàng mǎmǎhūhū zàijiàn 再见	Nǐ xǐhuān chī shénme? 你喜欢吃什么? What do you like to eat? Nǐ xǐhuān hē shénme? 你喜欢喝什么?	Responds appropriately to questions about him/herself using sentences, phrases, words and gestures such as nodding and/or pointing. Can ask simple questions to elicit a response from a partner.

	predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a			Nǐ jiào shénme? Wǒ jiào _____ Nǐ jǐ suì? Wǒ _____suì. 你, 我 Wǒ xǐhuān—— Wǒ bù xǐhuān— Food and Drink Vocabulary	What do you like to drink? chī 吃 - to eat hē 喝 - to drink	Applies non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language. Shares personal information on familiar topics such as expressing likes or dislikes with increasing confidence and accuracy.
2 Q and A / Telling you about myself Asking and answering ma? Questions	I take an active part in daily routines, responding to instructions, which are accompanied by gesture and expression. MLAN 2-01b I can make comparisons and explore connections between spelling patterns in English and the language I am learning. MLAN 2-11b	L&T Reading	To ask and answer questions using 'ma?'	Nǐ hǎo 你好 Nǐ hǎo ma? 你好吗? (using the question word – ma? - 吗) Wǒ xǐhuān chī / hē — 我喜欢吃/喝— Wǒ bù xǐhuān chī / hē 我不喜欢 吃/ 喝— Food and drink vocabulary	Ma? 吗? Question word Food and drink words derived from English / European languages e.g. qiǎokèlì 巧克力 chocolate bǐsà 比萨 pizza kělè 可乐 cola kāfēi 咖啡 coffee hànbǎobāo 汉堡包 hamburger Nǐ xǐhuān chī / hē ……ma?	Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases, which convey information about familiar contexts, for example, self, home, family, school. Identifies words in the target language, which are similar in different languages to support understanding of unfamiliar words. Applies understanding of the different sounds made by letters and letter blends in Pinyin. Decodes unfamiliar vocabulary and structures using knowledge of spelling patterns in the target language and through recognition of similar words in English.

				Family members vocabulary	你喜欢吃/喝……..吗？ Do you like to eat / drink…….? xǐhuān/bù xǐhuān 喜欢／不喜欢 Yes / no	Becomes increasingly familiar with the role of the question word, 'ma', and how to use it to transform sentences into questions. Demonstrates understanding of how to use positive / negative version of the verb to answer 'yes' or 'no'.
3 Parts of the body	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a	L&T Reading Writing	To show understanding of language through participation in games, songs and rhymes.	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 qǐng zhàn qǐlái 请站起来 qǐng jǔ shǒu 请举手 Qǐng zàishuō yíbiàn 请再说一遍 Qǐng gēn wǒ shuō 请跟我说	Facial features and parts of the body e.g. yǎnjīng 眼睛 eyes bízi 鼻子 nose zuǐbā 嘴巴 mouth ěrduǒ 耳朵 ears tóufa 头发 hair Tóu 头 head Jiānbǎng 肩膀 shoulders	Participates actively in songs, rhymes and poems in the target language. Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. Identifies rhyming words. Predicts 'missing' words from familiar songs, rhymes or poems. Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. Creates pictures and diagrams labelled in Pinyin and characters. Engages with and discusses Chinese traditional tales and stories.
4	I use my knowledge about	Writing	To increase knowledge of	Xǐhuān 喜欢	Qù 去 – to go	Works with others to plan and check written work.

Verbs to describe my actions Using two verbs together.	language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. MLAN 2-14a		Mandarin verbs and how to use them together in phrases and sentences.	Chī 吃 Hē 喝 Tī 踢 Dǎ 打 Shì 是 Negatives using bù 不	kàn 看 – to see, watch Focus on writing verbs in sentences, including two together, e.g./ xǐhuān chī 喜欢吃 – like to eat qù kàn 去看 – go to watch / see xǐhuān tī zúqiú 喜欢同足球 Like to play football	Uses support such as a word bank to produce written text in the target language. Uses ICT when appropriate to check words and to produce written text in different formats With support from reference materials, produces written work in the target language, which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. Writes for a variety of purposes and audiences. Produces written work in the target language, which is mostly accurate in terms of: - Punctuation - Spelling – Tones (Pinyin) – formation and size of characters. Can use verbs correctly in a simple sentence. Uses negative form of verbs in a sentence.
5 Describing Myself Using adjectives with 'de'	I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c	Reading Writing L&T	To use my knowledge of colours in Chinese to describe my hair and eyes.	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	Yǒu 有 have Méiyǒu 没有 have not De 的 i.e. Wǒ yǒu ……de yǎnjīng. 我有。。的眼睛	Uses a Word bank, Word mat or online Translation tool to support understanding of unfamiliar vocabulary in the target language and to cross-check words or phrases they have written in the target language. Applies understanding of the different sounds and tones in the target language.

				zōngsè 棕色 fěnhóngsè 粉红色 yǎnjīng 眼睛 tóufa 头发	I have ….eyes. Wǒ yǒu …… de tóufǎ 我有。。的头发 I have …..hair. New vocab for colours as appropriate.	Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English. Applies this knowledge of grammatical structures as appropriate when reading in the target language to support comprehension. Writes sentences in Pinyin / characters, which accurately describe visual images.
6 Talking about my feelings / Emotional check in	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. MLAN 2-03a	L&T	To ask and answer questions about how I am feeling.	Nǐ hǎo　你好 Nǐ hǎo ma? Wǒ hěn hǎo, xièxie, nǐ ne? Bù zě me yàng mǎmǎhūhū zàijiàn　再见 Qǐng zàishuō yíbiàn 请再说一遍	Jīntiān nǐ gǎnjué zěnme yàng? 今天你感觉怎么样? How are you feeling today? Vocabulary for Emotional Check In e.g. Wǒ hěn gāoxìng, 我很高兴 I'm happy wǒ hěn shāngxīn 我很伤心 I'm sad wǒ hěn shēngqì 我很生气 I'm angry wǒ hěn xīngfèn 我很兴奋	Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. Uses polite social terms to begin and end interactions. Talks, for example, about him/herself and others, with an increasing range of vocabulary. Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes/dislikes in terms of food

					I'm excited	and drink, sport, school subjects, local community. In the target language, requests that others, for example, 'repeat' or 'slow down'. Can use an emotional check-in chart or cards to help express feelings using the target language.
7 Writing about myself Who I am / What is unique / special about me.	I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. MLAN 2-13a I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b	Writing	To create a mini book in Chinese introducing myself.	Revise language required for writing about myself, e.g/ Name, age, nationality, hair and eye colour, family members, likes, dislikes, sports, foods, drinks etc.	Wǒ shì…… 我是。。I am wǒ huì …… 我会。。 I can wǒ xǐhuān ……. 我喜欢。。I like wǒ xuéxí ……. 我学习 I learn wǒ xiāngxìn ….. 我相信。。I believe wǒ xǐhuān de dōngxī 我喜欢的东西 Things I love	Works with others to plan and check written work. Uses support such as word mats, word banks and online tools to produce written text in the target language Uses ICT when appropriate to check words and to produce written text in different formats With support from reference materials, produces written work in the target language, which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. Writes for a variety of purposes and audiences. Produces written work in the target language, which is mostly accurate in terms of: - Punctuation - Spelling – Tones (Pinyin) – formation and size of characters.

Theme 2 – Living In China

	Experiences and Outcomes	Skills	Learning Intentions	Revised Language	New Language	Assessment / Success Criteria
8 Numbers to 1000. (prep for money and time)	I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c 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. MLAN 2-11d	Reading Writing L&T	To extend my knowledge of numbers to be able to say, read and write numbers to 1000.	Numbers 1 – 99 yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí, shíyī , shí'èr 一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 十一, 十二 Numbers 11 – 19 e.g. shí sì 十四 shí bā 十八 Multiples of ten e.g. èr shí 二十 wǔ shí 五十 Numbers with tens and units e.g. liù shí sān 六十三 qī shí jiǔ 七十九 One hundred Yībǎi 一百	Numbers with hundreds, tens and units e.g. èr bǎi sì shí sān 二百四十三 243 liù bǎi bā shí sì 六百八十四 684 One thousand yī qiān 一千	Applies understanding of previous knowledge in Chinese and numeracy to work out larger numbers. Works with others to plan and check written work. Uses previously learned language, including characters, to work out how to write larger numbers in Chinese. Applies understanding of the different sounds made by letters and letter blends in Pinyin. Creates and takes part in games and activities, relating place value skills to the Chinese number system. Takes part in rank order activities using digital games or toolkits to place numbers from small to big (or big to small).

| 9 Money | 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. MLAN 2-06b (L&T) | L&T Reading Writing | To create and deliver a presentation on using money in China including useful questions and phrases. | Numbers to 1000 | Duōshǎo qián? 多少钱? How much money? Piányí yìdiǎn 便宜一点 A little cheaper? tài guì le 太贵了 Too expensive yí gòng 一共 Altogether Yuán 元 (Chinese currency) | Presents to group or class, in English and Mandarin, a brief presentation on a theme, which interests him/her using, for example, pictures, power point, podcast or video recording as support. Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level. Works collaboratively to demonstrate understanding of cultural aspects of the country/countries where the target language is spoken via a presentation on a theme of his/her choice. Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in the money system and how money is used. |
| 10 Telling the time | I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written | L&T Reading Writing | To use my knowledge of numbers to help me tell o'clock and half past times. | Numbers 1 – 12 Yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí, shíyī , shí'èr | diǎn 点 o'clock bàn 半 half Use of time vocabulary at the start of a sentence. | Matches images to appropriate text in the target language. Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. |

				一，二，三，四，五，六，七，八，九，十,十一，十二 Days, Months, Dates	fēn 分 minute	Sequences pictures/labels to order key events in a text written in the target language. Summarises the text in English. Discovers the time difference between China and Scotland. Uses strategies and association to help learn and remember characters.
words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a						
11 School Subjects / Timetables	I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted. MLAN 2-10a	Reading	To read and interpret a Chinese school timetable.	Numbers Time vocabulary including diǎn 点 bàn 半 fēn 分 xǐhuān/bù xǐhuān 喜欢 / 不喜欢 like / dislike	School subjects, e.g/ Yīngwén 英文 English shùxué 数学 Maths Zhōngwén 中文 Chinese Fǎwén 法文 French kēxué 科学 Science yìshù 艺术 Art yīnyuè 音乐 Music tǐyù 体育 P.E.	Demonstrates understanding of texts in both familiar and unfamiliar contexts, which are written mainly in the present tense and come from a range of genre. Discovers and expresses information in English about timetables/ texts they have read in the target language. Works with partners to share opinions on subjects (like/dislike). Discovers the differences between Chinese school subjects and timetables and those used in Scotland.
12 Compound Words /	I can recognise and comment on other features of my own	Reading	To learn how two or more words are	Revise double character words pupils are already	Groups of related	Uses classroom and online resources to support understanding of unfamiliar vocabulary in the target

How Chinese words are constructed	language, which help to make sense of words in the language I am learning. MLAN 2-11d		used together to create compound words.	familiar with, focussing on how two words are put together to create another. e.g. miàntiáo 面条 lánqiú 篮球 Zhōngguó 中国 zàijiàn 再见	compound words, e.g/ diànnǎo 电脑 computer diànchē 电车 tram diànshì 电视 television diànyǐng 电影 film diànhuà 电话 telephone diàntī 电梯 lift, elevator Vocabulary for games and activities to create new words from component parts, eg/ nàozhōng 闹钟 alarm clock xīguǎn 吸管 drinking straw chá bāo 茶包 teabag diànchí 电池 battery	language and to cross-check words or phrases they have written in the target language. Identifies words in the target language, which are similar in different languages to support understanding of unfamiliar words. Decodes unfamiliar Mandarin words with two characters by working out the meaning of each and putting them together to find the combined meaning. Takes part in games and activities to create new, two character words from single character words.

| 13 Transport / Word Order | 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. MLAN 2-08a I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. MLAN 2-13a | Reading Writing | To put words in the correct order within a simple Chinese sentence. | Pronouns, Family Members Countries, Places | Places e.g/ xuéxiào 学校 school wǒ jiā 我家 my home shāngdiàn 商店 shops Modes of Transport, e.g/ qìchē 汽车 car zìxíngchē 自行车 bicycle gōnggòng qìchē 公共汽车 bus fēijī 飞机 plane chūzū chē 出租车 taxi mǎ 马 horse Verbs zuò 坐 sit, go by | Categorises words by function (when, who, where etc) and puts them in the correct order within a sentence. Identifies verbs within a sentence and uses them correctly. Matches images to appropriate text in the target language. Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. Sequences pictures/labels to order key events in a text written in the target language. Applies what they have learned about Compound Words to deduce meanings of new words. Summarises the text in English. Works with others to plan and check written work. Uses ICT when appropriate to check words and to produce written text in different formats |

					qí 骑 ride qù 去 go Word order Subject + zuò /qí + transport + qù + place	With support from reference materials, produces written work in the target language, which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order.
14 Listening Comp rehension	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	Listening	To listen to and answer questions on a short text containing familiar language.	Previously learned language in the form of short texts, songs, rhymes or poems.	New vocabulary from texts used.	Predicts 'missing' words from familiar songs, rhymes or poems. Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. Can answer questions in English about a text in Chinese. Demonstrates understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in the target language. Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases, which convey information about familiar contexts, for example, self, home, family, school.

Theme 3 – Our World

	Experiences and Outcomes	Skills	Learning Intentions	Revised Language	New Language	Assessment / Success Criteria
15 Countries / Nationalities / Languages	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	L&T Reading Writing	To use games and activities to help me learn words and phrases describing some countries and nationalities.	Nǐ jiào shénme? Wǒ jiào _____ Nǐ jǐ suì? Wǒ _____suì. 你, 我 Names of Languages, e.g/ Fǎyǔ 法语 French Yīngyǔ 英语 English Zhōngwén 中文 Chinese Tā 她 she Tā 他 he	Names of countries, e.g. Sūgélán 苏格兰 Scotland Yīngguó 英国 UK Zhōngguó 中国 China Fǎguó 法国 France Měiguó 美国 USA Déguó 德国 Germany Nǐ shì nǎ guórén? 你是哪国人? What nationality are you? Wǒ shì ……rén 我是……….人	Collaborates 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. Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols. Works collaboratively on speaking tasks in the target language, conveying personal information and information about others. Uses contextual clues to infer the meaning of any new vocabulary. Sustains conversations long enough to demonstrate understanding and use of basic structures and familiar vocabulary in different contexts.

					I am ……….. Wǒ huì shuō _____ wén/yǔ 我 会 说___文/语。I can speak…	Identifies Chinese characters and radicals that certain words have in common.
16 Shenme questions / Animals	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. MLAN 2-07b

I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a | L&T Reading Writing | To use the question word, 'shenme?' in a dialogue about colours or animals. | 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

Nǐ xǐhuān chī shénme? 你喜欢吃什么？

Nǐ xǐhuān hē shénme? 你喜欢喝什么？

大 dà 小 xiǎo

Animals of the Chinese Zodiac

Māo 猫 cat | Zhè shì shénme yánsè? 这是什么颜？What colour is this? Zhè shì shénme dòngwù? 这是什么动物？What animal is this?

Zhè shì shénme guóqí? 这是什么国旗？ What flag is this?

Zhè shì shénme yánsè? 有什么颜色？What colour is this? | Recognises familiar words in different contexts, for example, in short stories, games and rhymes.

Pronounces familiar words clearly to support communication. Identifies countries and colours through looking at their flags.

Applies phonics knowledge (Pinyin) and pronunciation rules of the target language to pronounce unfamiliar words with increasing confidence and accuracy.

Adds expression to show understanding when reading familiar texts.

Uses contextual clues to infer the meaning of any new vocabulary.

Collaborates with others to play a variety of games in the target language such as playground |

				yú 鱼 fish niǎo 鸟 bird xióng 熊 bear xióngmāo 熊猫 panda	Zhè shì………. 这是………… This is……… dà xióngmāo 大熊猫 giant panda xiǎo/hóng xióngmāo 小 / 红熊猫 red panda	games, board and card games in digital and traditional formats. Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols. Works collaboratively on speaking tasks in the target language, conveying personal information and information about others. Sustains conversations long enough to demonstrate understanding and use of basic structures and familiar vocabulary in different contexts.
17 Weather / Climate in China	I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a I can participate in familiar collaborative activities	L&T Reading Writing	To create a Chinese weather report and map using Chinese characters. To learn about climate zones in China.	Simple characters 天，日，月，下	Jīntiān tiānqì zěnme yàng? 今天天气怎么样? What is the weather like today? Jīntiān xià yǔ 今天下雨 Today it's raining Jīntiān xià xuě 今天下雪 Today it's snowing	Uses strategies and association to help learn and remember characters Recognises familiar characters in different contexts, for example, on a map, in short stories, games and rhymes Is increasingly able to read Chinese characters, without reference to Pinyin. Can present a report using a mix of English and Mandarin.

	including games, paired speaking and short role plays. MLAN 2-05b				Jīntiān guā fēng 今天刮**风** Today it's windy Jīntiān qíngtiān 今天**晴**天 Today it's sunny Jīntiān hěn rè 今天很**热** Today it's hot jīntiān hěn lěng 今天很**冷** Today it's cold (characters in **bold** to be used a weather map symbols)	Can recognise familiar radicals within characters and use them as clues for meaning. Collaborates with others to research and present findings on different Climate Zones in Scotland and China.
18 Habitats	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	Writing Reading	To use my language skills to help me learn about animal habitats in China and Scotland. To discuss some key features of Chinese	Radicals (water 氵, grass 艹, bamboo ⺮, wood 木, fire 火, mountain 山) Weather vocabulary	Habitats with water radical 氵 River - hé 河 Loch - hú 湖 Ocean - Hǎi 海 Desert - shāmò 沙漠	Can work with others to match words and pictures and to label diagrams, posters and maps. Can use ICT to create and help deliver presentations in English and Mandarin on chosen habitat and animals that live there. Uses support such as online resources, word banks, cloze

					Mountains Shān 山 Grass radical 艹 Grass cǎo 草 Flower huā 花 Wood radical 木 wood 木 mù woods 林 lín forest 森 sēn forests 森林 sēn lín rainforest 雨林 Yǔlín	activities or writing frames to produce written text in the target language. Uses ICT when appropriate to check words and to produce written text in different formats Writes for a variety of purposes and audiences. Demonstrates understanding of a range of simple texts appropriate to the level, including photographs, maps, artefacts and artworks in the target language by, for example, explaining to others the gist of the text in English, noting down facts from the text in English, or answering some questions in English about the texts they have read. Identifies geographical and cultural differences and similarities between Scotland and China.
	ICT when appropriate. MLAN 2-12a I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. MLAN 2-08 I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a		characters, including radicals and stroke order.			
19 Climate Change / Sustainability	I can read and demonstrate understanding of words, signs,	Reading	I can read about and discuss the causes, effects	Weather and habitats vocabulary Food and Drink	Vocab relating to the causes, effects and possible	Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either

	phrases and simple texts containing mainly familiar language. MLAN 2-08		and possible solutions to climate change. I can reflect on my diet and make connections with food miles.	我吃 wǒ chī … I eat… (locally produced foods such as miànbāo - bread, niúnǎi - milk that involve fewer food miles and are less damaging to the environment).	solutions to Climate Change, e.g./ **Causes** Transportation 交通 jiāo tōng Farming 耕种 gēngzhòng Fossil Fuels 化石燃料 huàshí ránliào Deforestation 毁林 huǐlín **Effects** Drought 干旱 gānhàn Flooding 洪水 hóngshuǐ Wildfires 山火 shānhuǒ Rising Sea levels 海平面上升 hǎipíngmiàn shàng shēng	individually or within a text. For example, this might include language used when describing others or free time activities. It may also include vocabulary connected to interdisciplinary themes where opportunities to understand or use the target language are integral to the tasks involved. Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example I agree / disagree. Uses contextual clues to infer the meaning of any new vocabulary.

					Solutions	Uses language detective skills, matching the Mandarin terms for causes, effects and solutions with pictorial and simple character support.
					Walking to school 走路上学 zǒulù shàngxué Recycling 回收 huíshōu Alternative energy 新能源 xīn néngyuán What we eat 吃什么 chī shén me	
20 My Local Community	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. MLAN 2-12a	Reading Writing Talking	I can create and label a map of my local area. I can reflect on the methods I use to travel and make connections with my	Transportation qìchē 汽车 car huǒchē 火车 train zìxíngchē 自行车 bicycle gōnggòng qìchē 公共汽车 bus fēijī 飞机 plane chūzūchē 出租车 taxi mǎ 马 horse	学校 xuéxiào school 家 jiā home 公园 gōngyuán park 超市 chāoshì supermarket 银行 yínháng bank 医院 yī yuan hospital	Works with others to plan and check written work. Uses support such as a word mat, word banks, online translation tools to produce written text in the target language, which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. Writes for a variety of purposes and audiences.

				Verbs zuò 坐 qí 骑 qù 去	I go to school on foot/by bike/by train/bus… Wǒ zuò _____ qù xué xiào	Produces a map of the local community featuring Chinese characters. Works collaboratively on speaking tasks in the target language, conveying personal information and information about others. i.e. shares with peers how I travel to school, how my family members travel to certain areas in the community
	I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b		carbon footprint.			
21 Talking about my environment (using video / audio)	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. MLAN 2-03b I can deliver a brief presentation on a familiar topic using familiar language and	Talking Writing	I can use the vocabulary I have learned to prepare and present a talk about my environment.	Previously learned vocabulary identified by pupils as necessary for their conversations / presentations. e.g/Countries/nationalities, habitats, My local community, weather	Specific words and phrases identified by pupils as necessary for their conversations / presentations.	Talks, for example, about him/herself and others, with an increasing range of vocabulary. Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. Can complete and deliver a short presentation on the theme of, 'My Local Environment' by filling in the gaps on a template. Responds appropriately to the views of others, by asking and answering questions in the target

| | phrases. MLAN 2-06a

I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b | | | | | language about the local community.

Works collaboratively on speaking tasks in the target language, conveying personal information and information about others.

Uses ICT when appropriate to check words and to produce written text in different formats
Writes for a variety of purposes and audiences. |