



2022/2023

Mandarin Scheme of Work



Gramacri Ltd

Company Number 14109123

2022/2023

Mandarin EYFS – KS1 – KS2

Mandarin Level 1

Mandarin Level 1		
Unit 1	Tones & Pinyin	In this unit, pupils will be introduced to Mandarin and will discover the different tones of the language. They will also gain an understanding of the Pinyin which is the official system to transcribe Chinese characters into Latin script
Unit 2	Greetings & Numbers	In this unit, pupils continue revising Tones and Pinyin whilst learning basic greetings (formal and informal), say how they are and gain an understanding of the Chinese Culture. Children also learn numbers up to 10 and play some games such as Bingo and guess the number. This unit encourages children to work in pairs or groups by singing a Chinese song and role-playing.
Unit 3	Dates and Days of the Week	In this unit, children recap prior learning and learn some basic classroom phrases such as please, thank you and you are welcome. They will also learn to write the Chinese character for the word year 年, which is used by Chinese people to talk about dates, and will be able to write higher numbers such as 2021 or 2022. In this unit children will sing some Chinese songs to learn days of the week, memorize new vocabulary and improve their pronunciation.
Unit 4	Colours	Pupils continue to practise prior learning as starter activities or plenaries and begin to learn colours and their related Chinese Characters. They will be working with many creative activities and will be playing many games to consolidate their learning. Children will also learn a song to help long-term memory and reinforce pronunciation.
Unit 5	Names	In this unit, pupils learn to say what their name and last name is in Mandarin and fully answer the question: 你叫什么名字? (What's your name?) in Chinese. They will be able to recognize Chinese characters related to names. Children role-play some conversations and play some games such as Who Wants to Be a Millionaire, 1 pen 1 dice and Super 棒极了 (interactive Chinese Football).
Unit 6	Pets	In this unit, pupils recap numbers up to 10, learn about pets in Chinese and will answer the question: Do you have any pets? They will play games such as Guess the animal, Beat the teacher and Hangman to practise new vocabulary and reinforce their learning. Children will also learn about farm animals, will create their own farm and label all their animals using the equivalent Chinese Characters.

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Mandarin Level 2

<p>Unit 7</p>	<p>Tones & Pinyin 2</p>	<p>In this unit, pupils will recap prior learning about tones and pinyin, and will practise more pinyin and four tone exercises by learning the names of different countries and Chinese cities/places. They will also gain a greater understanding of the Pinyin which is the official system to transcribe Chinese characters into Latin script. Children will learn some new vocabulary in the target language and their related Chinese characters while consolidating their learning.</p>
<p>Unit 8</p>	<p>All about me</p>	<p>In this unit, pupils will learn other ways to greet people both formally and informally. They will say how they are and introduce themselves in Chinese by asking and answering some questions about name, age and feelings. Children will also learn some Chinese characters related to greetings. This unit encourages children to listen attentively to new sounds and practise more Pinyin and four tone exercises by learning the names of different countries and Chinese cities/places. Children work in pairs or in small groups, play games and enjoy their learning.</p>
<p>Unit 9</p>	<p>Family Members & Environment</p>	<p>In this unit, pupils continue practising prior learning and learn family members in Mandarin Chinese. They will also continue to understand some aspects of the Chinese culture for example: the colour Red in Chinese culture usually means good luck. Red is often worn in weddings to ward off any bad luck to the new bride. Pupils recap numbers up to 10 and will be able to say how many people there are in their family and begin to combine the use of new vocabulary with numbers. They will also learn Miss Xiǎo jiě – Mr. Xiān sheng – Mrs. Fū ren. They begin to combine the use of new vocabulary with numbers. In this unit, children will be inspired to live sustainable lives with their families and communities (reduce, reuse and recycle, save energy and water).</p>
<p>Unit 10</p>	<p>Nationalities & Professions</p>	<p>In this unit, pupils learn different nationalities and professions in Chinese. They will be able to ask and answer questions about the job of their family members and relatives, and say where they work in correct Chinese word order. This unit reinforces opportunities for children to practice speaking by role-playing some basic conversations whilst reviewing prior learning such as greetings. Pupils will also learn countries and use verb 'shi' to talk about nationalities, and will recognise a variety of Chinese characters related to jobs and countries. This unit offers great opportunities for children to discuss Green Jobs as well as Green Skills needed for low-carbon transition.</p>

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Unit 11	Animals and Biodiversity	<p>In this unit, pupils learn about animals in Chinese. They will play games such as Guess the animal, Beat the teacher and Hangman to practise these words and reinforce their learning. Children will be introduced to the concept of Biodiversity and will learn what Biodiversity is and why it is important for the balance of nature. Pupils will continue to familiarise with Chinese characters related to animals and use some basic verbs to talk about animals. This unit encourages group and pair activities.</p>
Unit 12	Food & Sustainability	<p>In this unit, pupils learn names of fruit and food using songs and games to memorize new vocabulary and reinforce their learning. They will also learn about Chinese culture, traditions, and some of the most popular dishes of the country. The Children will also learn about eating sustainably and shopping wisely by watching videos and learning some vocabulary in the target language.</p>



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Mandarin Level 3

Unit 13	Clothing	In this unit, pupils learn how to name different items of clothing, and how to describe those using colours . The young people will be able to say the clothes that they wear on different occasions and give their opinion about them. Regarding to the Chinese culture children will learn about Chinese National Costumes.
Unit 14	Transports & Weather	In this unit, pupils learn about different transports and will be able to ask for and give directions. They talk about the weather, read and understand different weather phrases, and work with some weather reports as well as some maps of China which improves their Geography Knowledge. Children also learn about the importance of reducing CO2 emissions, zero emission vehicles and green transports in order to tackle climate change.
Unit 15	Pinyin & Chinese Characters	In this unit, pupils will gain a deeper understanding of the different tones of the Mandarin Language. They will practise the phonetic transcription of simple Chinese characters into Latin script, and will learn some new Chinese characters. This unit encourages children to work in groups and make use of cooperative learning.
Unit 16	Daily routines and Time	In this unit, pupils learn a range of verbs to talk about daily routines and the time . They will be able to say what they do every day at a certain time of the day. Children will also recap about body parts, colours, dates, days of the week and greetings in order to say what they do in different days of the week and write a short presentation of themselves. This unit reinforces opportunities for pupils to work in pairs or in group and discuss everyday activities as well as actions they could do to help our planet to recover.
Unit 17	Global Issues	In this unit, children learn vocabulary in the target language about global issues (climate change and pollution), and discuss how they can contribute to reduce CO2 emissions and to the nature recovery. Children play some games such as: WordWall and Bingo, and do some creative activities such as: drawing the effects of the plastic pollution in the oceans, and label their work in the target language. This Unit reinforces opportunities for children to engage with the natural world by joining outdoor lessons in the garden/playground of the school.
Unit 18	Celebrations & Traditions	In this unit, pupils will learn about Chinese culture, Chinese delicacies, celebrations, and life in China. They continue to practise food and opinion verbs, whilst learning additional vocabulary and Chinese expressions. This unit reinforces cultural awareness and promotes tolerance and respect for all people.

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		Children also revise everything that they have learnt so far this year to assess progress and support long-term memory.
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Green >> Greetings

Yellow >> Numbers

Light Blue >> Chinese culture

Purple >> Animals

Red >> Colours

Peach >> Pinyin & Chinese characters

Orange >> Environment

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Intent

Learners will

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work;
- Acquire language learning strategies for memorisation and retrieval as well as for writing, listening, reading and understanding;
- Develop the skill of how to understand the Pinyin which is the official system to transcribe Chinese characters into Latin script;
- Be able to recognise and read a wide range of Chinese characters for different topics;
- Have a sound grasp of the key sounds of the Chinese language and their corresponding graphemes (Pinyin) and be able to apply this knowledge when speaking, listening and reading aloud;
- Recognise some of the language patterns of Chinese and how these differ or are similar to English;
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes;
- Have a deeper understanding of cultural differences and similarities;
- Demonstrate substantial progress in learning Chinese and work towards or meet the targets of the KS2 Programme of Study for Languages;
- Acquire Environmental Knowledge to contribute in the fight against the Climate Change.

See the 'Planning Overview' for each unit for specific vocabulary.

Year 3 – Skills and Knowledge

Skills

- Basic understanding of the Pinyin and Chinese characters.
- Listen, read and show understanding of single words;
- Recognise familiar questions and respond; (names, feelings, age)
- say a sentence with single familiar words with support and confident to attempt it without;
- Use strategies for memorising vocabulary and related Chinese characters;
- Join in with the actions of familiar songs, stories and rhymes;
- Take steps to help our planet at home and at school;

Knowledge

- Awareness of the four tones of Mandarin and how to produce them;
- Knowledge of some basic verbs for example to be and to have;
- Basic opinion verbs to express preferences;
- Knowledge of numbers up to 10 and their related Chinese characters;
- Formal and informal greetings;
- Some of the traditions and celebrations in China;

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- Awareness that Chinese is spoken by over a billion people and it is the most spoken language in the world;

Year 4 – Skills and Knowledge

Skills

- Understanding of the Pinyin and Chinese characters;
- Listen, read and show understanding of short phrases in texts as well as songs and stories;
- Ask and answer simple and familiar questions; (names, feelings, age and nationality)
- Read and say simple phrases to describe animals and some objects with a language scaffold as well as be confident to do the same without support;
- Read aloud short familiar sentences using knowledge of Pinyin and phonics;
- Join in with the words of familiar songs, stories and rhymes sometimes from memory;
- Make more sustainable choices when shopping, travelling and eating;

Knowledge

- Greater knowledge of the four tones of Mandarin plus the neutral tone: the first tone (high/flat), the second tone (rising), third tone (low/flat) and fourth tone (falling), and the fifth “neutral” tone (toneless tone).
- Greater knowledge of ways to greet people and basic classroom phrases:
- Hello: Nǐhǎo (Nee how); Thank you: Xièxiè (Shieh-shieh); You're welcome: Bù kèqì (Boo kuh-chi); Good morning: Zǎo (Zhow); Goodnight: Wǎn ān (One-un); My name is...: Wǒ jiào; My friend's name is...: Wǒ de péngyǒu jiào... etc.
- Knowledge of aspirated letters such as ‘b’ and ‘p’. Aspirated words basically make use of heavy and deep breathing that should be heard when speaking. For instance, the letters “b” and “p” in Mandarin have the same sound but what makes them different from each other is that “b” is not aspirated whereas “p” is aspirated. For example, when you say dad or “ba ba” in Mandarin, you assume the sound of the letter “p”. So you pronounce the word as “papa.” If you want to say friend in Mandarin you say “peng you.” “Peng” is also pronounced with the letter “p” but needs to be aspirated so it should sound like “pheng you.”
- Knowledge of “E” and “U” Rule: most of the time, the letter “e” is pronounced as “u” in Mandarin. For instance, they don’t literally say friend in Mandarin as “p-eng you.” they pronounce the letter “e” as “u” so it should sound like “phung you.” The second word is not read as “you” in the English language. Rather it is pronounced as “yow.”
- Greater knowledge of the Chinese culture and some of its traditions;
- Deeper Understanding of the challenges faced by the environment;
- Concept of Sustainability and Sustainable Tourism;

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Year 5 – Skills and Knowledge

Skills

- Greater understanding of the Pinyin and Chinese characters;
- Know the characters that go with each word learned;
- recognize each character and its meaning as they are used in other words. This will help children to learn new words faster and familiarize with Chinese Characters;
- Listen, read and show understanding of more complex familiar phrases and sentences in texts;
- Ask and answer more complex familiar questions; (nationality, languages spoken, place where they live and so on);
- Read and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support;
- Read aloud more complex familiar sentences using knowledge of phonics;
- Follow the text of a familiar rhyme, song or story and identify the meaning of the words;
- Make sustainable choices when shopping, travelling and eating with an impact felt in families and communities;

Knowledge

- Method of construction of the Chinese characters called stroke order, and greater understanding of their background and structure;
- Understanding how Chinese characters work as a system rather than rote memorization;
- Knowledge of basic sentence structure;
- Knowledge of a range of adjectives and connectives to extend sentences: Delicious: Hào chī (How chir); Very delicious: Hěn hào chī (Hen how chir); Good: Hǎo (How) Bad: Bù hǎo (Boo-how); or: Huò / huòzhě; but also: Érqiě etc;
- Development of understanding of formation of questions and punctuation (¿? ¡!)
- Present Tense for a range of regular -ar/ -er/ -ir verbs and some irregular high frequency verbs;
- Use of different verbs to talk about eating and daily routines;
- Concept of Carbon Footprint and how to reduce CO2 emissions;
- Deeper understanding of the challenges faced by the environment;

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Year 6 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex sentences using familiar and unfamiliar words;
- Engage in short conversations using familiar questions and express opinions;
- Express clearly preferences and reasons by using a range of connectives;
- Write down more complex sentence in pinyin to describe people, places and things manipulating language with and without support;
- Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge;
- Decode an unfamiliar text using grammatical knowledge, context and known key words.
- Read aloud the text of familiar songs, rhymes and stories;
- Take concrete steps to help the environment at home as well as at school, and make sustainable choices when shopping, travelling, eating and in everyday life.

Knowledge

- More frequency verbs such as: kàn - to look; zǒu - to go; nǎ - to take; yào – to want zuò- to sit; xuéxí - to learn or study; chī – to eat etc.
- Ways to express timeframes in Mandarin Chinese. Mandarin Chinese does not have any verb conjugations. All verbs have a single form. For example, the verb for "eat" (chī), which can be used for the past, present, and future. Despite the lack of Mandarin verb conjugations, there are other ways to express timeframes in Mandarin Chinese.
- Consolidation of grammatical knowledge from Years 3 to 5; with focus on subject-verb or subject-verb-object pattern.

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Implementation

- The lesson plans are designed to be between 45- 60 minutes in length for all Years groups. There are follow-up activities to each lesson to increase the exposure time in a week;
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level (and to short paragraphs) over the years;
- The lesson plans include ideas for support for the less able and to extend the more able;
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills;
- Interactive whiteboard resources with audio support are provided; a set of storybooks and phonics book are available in the online library and additional resources are added to each unit and lesson;
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge;
- In Year 6 the content allows for revisiting and consolidating prior knowledge
- The content of the SoW develops skills and knowledge needed to succeed in secondary school if children decide to continue with the Mandarin language, but also in future as Mandarin is the most spoken language in the world;
- Who teaches the scheme to ensure high quality lessons is a linguistic up-skilling and methodology training is available to support its delivery as well as detailed lesson plans linked to ready-made resource templates and audio recordings of songs, stories and rhymes read by a native speaker;
- Formative assessment in each lesson informs the planning, adaptation and teaching of subsequent lesson plans;
- Based on the evidence of the above records of achievement and progress, teachers can inform class-teachers of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding' - red, orange and green (on request).

Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key Mandarin vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Mandarin is as easier as possible to learn and loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, assessment targets, teachers assessment grids and summative assessments aimed at targeting next steps in learning.