Birchfield Mandarin Long-Term Plan 2026-2027

Units/Topics

1. **Knowledge about language 有关语言的学问**
2. **China, Chinese and saying hello 中国，中文，学说“你好”**
3. **About me: name and questions 自我介绍：姓名及提问**
4. **Parts of the body 身体的各个部位**
5. **Numbers and age 1-10 数字及年龄（一到十）**
6. **Numbers 11-100 and measure words 数字和量词（十一到九十九）**
7. **Family 家庭**
8. **Countries and colours 国家和颜色**
9. **Pets and Animals 宠物和动物**
10. **Food and drink 食品和饮料**
11. **Time – sun moon and stars 时间- 日，月，和星期**
12. **Time and timetables 时间和日程表**
13. **Colours 颜色**
14. **Visiting Places 参观**

By-Year Overview:

Year 4 (First year of learning)

Unit Overview	Autumn1	Autumn2
Context & Topics	**Establishing Mandarin** • Knowledge about China • Basic knowledge about Pinyin • Greetings • Mid-Autumn festival	**Numbers and characters** • Numbers • Characters-pictograph • Christmas celebration in China
Skills:	What are the specific end-points for the unit? • Vocabulary: I, you, hello teacher, goodbye, my name is …, what's your name? Thank you, moon, big and small • Grammar: To use my name is (Wo jiao…) sentence pattern. • Listening: To understand classroom instructions in Mandarin • Speaking: To say simple greetings in Mandarin • Reading: To read simple pictogram words in Chinese characters • Writing: To experiment with writing simple pictograms • Phonics: To begin to understand that spoken Mandarin has four tones • Context and Cultural understanding: To know how Chinese people celebrate Mid-Autumn festival and to understand the Houyi story, to understand that characters are a significant feature of Chinese language.	What are the specific end-points for the unit? • Vocabulary: Numbers 1-10 • Listening: To understand numbers 1-10. To listen to the Little Red Riding Hood story related to numbers in Mandarin. • Speaking: To say numbers according to the number of objects. • Reading: To recognise numbers 1-10 in Chinese characters. • Writing: To write 1-10in Chinese characters. • Phonics: yi-ee, tones on numbers in Pinyin. • Context & Cultural understanding: Chinese number gestures and Chinese lucky numbers • Context & Cultural understanding: compare with how people celebrate the Christmas in UK and China
NC Link	How does this link to NC expectations – or exceed • Starting to listen and respond to familiar spoken words and phrases	How does this link to NC expectations – or exceed • Appreciate stories, songs, poems and rhymes in the language.

	• Starting to communicate with others using simple words, phrases and some short sentences • Recognises the meaning of a small number of foundational pictograms • Appreciate stories, songs, poems and rhymes in the language	• Recognises and understands some familiar written words and phrases in pinyin. • Shows awareness of sound-spelling links in pinyin. • Seek clarification and help.
	Spring 1	**Spring 2**
Context & Topics	Chinese New Year • Chinese New Year tradition and customs • Chinese Zodiac story • Zodiac animals	**My family** • Family members • Introducing my family • Chinese family culture
Skills:	What are the specific end-points for the unit? • Vocabulary: horse, sheep, dragon, rabbit, pig, snake, monkey, chicken, cow, tiger, bird, dog, cat • Grammar: To use sentence pattern: "This is …"in Mandarin and to as 'What is this?' • Listening: To listen to Chinese animal poems with onomatopoeic sounds; To understand words for Chinese zodiac animals • Speaking: To say animals in Mandarin • Reading: To recognise some animals in characters • Writing: To write simple animal characters 马-horse，羊 sheep，牛-ox • Phonics: a – ma (horse) with four tones, （ link to same phonics to English:a,b, p m f d t n l g k h/ch, sh/an） • Context & Cultural understanding: How do people celebrate Chinese New Year and the significance of different animals in the Chinese Zodiac. The story of the great race.	What are the specific end-points for the unit? • Vocabulary: mum, dad, big brother, little brother, big sister, little sister, I, you, he/she, is that correct?（对不对）,who is this? • Grammar: to use 'de' for belonging • Listening: to understand the family members • Speaking: to talk about the family members • Reading: to read the pinyin for family members • Writing: to write the pinyin for family member • Phonics: to say the phonics a and an • Context & Cultural understanding: to understand a range of different family structures in China and the UK

NC Link	How does this link to NC expectations – or exceed • Applies phonic knowledge to support writing in pinyin where graphemes are similar to those in English (a/ b p m f d t n l g k h/ ch sh /an)	How does this link to NC expectations – or exceed • Appreciate stories, songs, poems and rhymes in the language
	• Seek clarification and help	• Recognises and understands some familiar written words and phrases in pinyin • Shows awareness of sound-spelling links in pinyin • Seek clarification and help
	Summer 1	**Summer 2**
Context & Topic	<u>My body</u> • Body parts • Songs	<u>My project</u> • Revision • End of year assessment • Cultural project
Skills:	What are the specific end-points for the unit? • Vocabulary: eyes, ears, nose, hair, mouth • Grammar: to use 'you' for to have and 'mei you' for not to have • Listening: to understand what body parts I have/don't have • Speaking: to say what I have/don't have • Reading: to read the words for body parts in pinyin • Writing: to write what I have/don't have in pinyin • Phonics: ou – tou, kou, you	What are the specific end-points for the unit? • Vocabulary: to revision all key vocab learned so far • Listening: to understand questions, key words learned. • Speaking: to have a simple conversation on the topics learned • Reading: to read text in pinyin and some characters • Writing: to write some simple characters 日-son，月 moon，山-mountain，川-river，人-person，大-big，天-sky，木-tree，马-horse，羊-sheep，牛-ox，Number 1-10

NC Link	How does this link to NC expectations – or exceed • Listens for specific words and phrases • Begins to distinguish between the four tones	How does this link to NC expectations – or exceed • Engage in conversations; ask and answer questions; • Develop accurate pronunciation and intonation. • Speaking in sentences, using familiar vocabulary, phrases and basic language structures.

(second year of learning)

Unit Overview	**Autumn1**	**Autumn2**
Context & Topics	<u>How old are you?</u> • Numbers 1-100 • How old are you? • Pinyin and four tones	<u>Special days</u> • Months and dates • Key words for Mid-Autumn festival • Christmas celebration
Skills:	What are the specific end-points for the unit? • Vocabulary: numbers 1-100 in Mandarin, years old, you, I, how many • Grammar: To use sentence pattern "I am ...years old" • Listening: To understand the question "How old are you"; to understand other people's age • Speaking: To say how old I am and to say how old other people are. • Reading: To find out different people's ages from different short sentences • Writing: to write 几-how many 岁-years old, numbers120 • Phonics: vowels- a o e i u ü • Context & Cultural understanding: To begin to know Chinese special birthdays and how to celebrate special birthdays.	What are the specific end-points for the unit? • Vocabulary: numbers 1-12, 12 months, date, month, today, birthday, Christmas, New Year, festival, Mid-Autumn Festival, Dragon Boat Festival • Grammar: To use 几 to form questions (to ask the date) • Listening: To be able to identify different dates in Mandarin • Speaking: To ask and answer what day is it? • Reading: To recognise dates in Chinese characters • Writing: To write month, day and birthday in Chinese characters • Phonics: b p m f d t n l g k h j q x • Context & Cultural understanding: compare and contrast different festivals in the UK and in China

NC Link	How does this link to NC expectations – or exceed • Reads and understands familiar written words, phrases and short texts made of simple sentences in pinyin • Communicates with others using a wider range of words, phrases and short sentences	How does this link to NC expectations – or exceed • Appreciate stories, songs, poems and rhymes in the language. • Read aloud with accurate pronunciation • Applies phonic knowledge to support writing in pinyin.

	Spring 1	**Spring 2**
Context & Topics	<u>My pet</u> • Pet and animals • Days of the week • Chinese New Year celebration	<u>My favourite food and drink</u> • Chinese food and western food • Chinese food culture • Food and drink items
Skills:	What are the specific end-points for the unit? • Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, I saw, turtle, hamster, parrot • Grammar: To use a sentence pattern of Time + I saw + what • Listening: to understand the sequence of a short story in Mandarin • Speaking: to say what I saw in different days of week • Reading: to read the sentences with the time • Writing: to write what I saw in different days • Phonics: zh ch sh r • Context & Cultural understanding: to understand the meaning of different animals in China, to understand how Chinese New Year is celebrated.	What are the specific end-points for the unit? • Vocabulary: dumplings, noodles, rice, water, milk, juice burger and chocolate, I eat...I drink... • Grammar: to use the sentence pattern “to eat” and “to drink” • Listening: to understand “what do you drink/eat?” in Mandarin • Speaking: to say what different food people are eating • Reading: to recognise different food in a sentence and on a shopping list • Writing: To be able to write down some food and drink item 米-rice，水-water，吃-to eat • Phonics: z c s y w • Context & Cultural understanding: To begin to understand Chinese food culture.

NC Link	How does this link to NC expectations – or exceed • Applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation. • Seek clarification and help	How does this link to NC expectations – or exceed • Explores the patterns and sounds of the language to help develop accurate pronunciation and intonation • Communicates with others using a wider range of words, phrases and short sentences
	Summer 1	**Summer 2**
Context & Topic	<u>Where are you from?</u> • Countries. • Nationalities • Colours and their cultural links	• Revision • End of year assessment • Cultural project
Skills:	What are the specific end-points for the unit? • Vocabulary: China, UK, go to, America, France, India, Pakistan, red, yellow, blue, green, white, black • Grammar: to use the sentence for 'what's your nationality? and I am… .' • Listening: to be able to identify where people are from • Speaking: to say my nationality • Reading: to read the sentences for where people are from. • Writing: to write China, UK 中国，英国 • Phonics: an, en, in • Context & Cultural understanding: to understand a wilder world and culture difference between China and the UK; to recognise different national flags	What are the specific end-points for the unit? • Vocabulary: to revise all key vocab learned so far • Listening: to understand questions, key words learned. • Speaking: to have a simple conversation on the topics learned • Reading: to read text in pinyin and some characters • Writing: to write simple characters learned.

NC Link	How does this link to NC expectations – or exceed • Listens for specific phonemes, words and phrases • Communicates by asking and answering a wider range of questions and presenting short pieces of information	How does this link to NC expectations – or exceed • Engage in conversations; ask and answer questions; • Develop accurate pronunciation and intonation. • Speaking in sentences, using familiar vocabulary, phrases and basic language structures.

Year 5 (third year of learning)

	Autumn1	Autumn2
Context & Topic	**<u>Investigating Chinese characters</u>** • History of Chinese characters • Radicals • Strokes • Classroom objects	**<u>My birthday</u>** • Key words and sentences for Mid-Autumn festival • Festivals and celebrations in China • Months and dates

Skills:	What are the specific end-points for the unit? • Vocabulary: hello teacher, goodbye, thank you, please sit down, please stand up, correct, incorrect, textbook, bag, pen, book bag, book, ruler, school, look, can you repeat that please? • Grammar: to begin using "de" possessive pattern for belongings • Listening: To understand what classroom objects need to be used in lessons • Speaking: To be able to say what they have in their book bag • Reading: To recognise classroom objects in pinyin • Writing: To make labels for the school environment • Phonics: de- dur, an – kan, zhi, chi, shi • Context & Cultural understanding: To begin to understand school life in China, to understand ideograph in Chinese characters and the definition of radicals and strokes	What are the specific end-points for the unit? • Vocabulary: Moon, moon cake, eat, happy, Moon festival, Christmas, birthday, year, month, date, number 1-100 • Grammar- to understand the link between numbers and dates. • Listening: To understand keys word for Mid-Autumn Festival, to understand questions about birthday and dates. • Speaking: to ask and answer questions about birthdays • Reading: To be able to read months and dates, numbers 1100 in characters • Writing: To write months, dates, birthday and numbers 1-100 Context & Cultural understanding: investigate the main traditional festivals: Spring Festival (inc lantern Festival), Mid-Autumn, Dragon Boat, Qingming, Double 7th
NC Link	How does this link to NC expectations – or exceed • Communicates with others using a wider range of words, phrases and short sentences • Engage in conversations; ask and answer questions; express opinions and respond to those of others	How does this link to NC expectations – or exceed • Listens for specific phonemes, words and phrases • Appreciate stories, songs, poems and rhymes in the language • read carefully and show understanding of words, phrases and simple writing

	Spring 1	**Spring 2**
Context & Topics	**<u>More family members and animals</u>** • Animals and colours • More family members • Chinese New Year traditions and customs	**<u>More body parts and food and drink items.</u>** • More parts of the body • Food and drink items • Ordering food in a Chinese restaurant

Skills:	What are the specific end-points for the unit? • Vocabulary: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, chicken, dog, pig, cat, fish, bird, parrot, hamster, turtle, to have, not to have, question word what, grandpa, granny, aunty, uncle, Happy New Year, Spring Festival, dumpling, dragon Dance, lion dance, red envelop, firework, firecracker • Grammar: To use 'to have' and 'not to have' , to use question word 'what' to ask 'What pets/animals do you have?'; to use question word 'how many' to ask 'How many people in your family'. • Listening: to understand Chinese New Year vocabulary, to understand the question 'How many people in your family?' and 'What pets/animals do you have?', 'I have/don't have • Speaking: to greet Happy New Year, to say Chinese New Year related vocabulary, to talk about pets and animals, to talk about what family members I have/don't have • Reading: to read key Chinese New Year vocabulary, key characters for animals and family members. • Writing: to write key characters of Chinese New Year vocabulary (year 年，good 好，to have 有), pets/animals (ox 牛，horse 马，goat 羊，and family member (grandpa 爷）. • Context & Cultural understanding: to know more about Chinese culture in Chinese New Year is celebrated. To understand Chinese family structure and traditions.	What are the specific end-points for the unit? • Vocabulary: eye, nose, mouth, ear, head, shoulder, knee, foot, hair, hand, long, short, measure words, dumpling, steamed bun, bread, egg, cooked rice, fruit, apple, water, tea, coffee, milk, juice, menu, main food, starter, desert, drink, to eat, to drink • Grammar: to use question word 'what' to form and answer questions. • Grammar: to use pattern 'number + measure word + body parts' • Listening: to understand when people ask "what do you drink/eat?" and the answers, to understand the number of body parts. • Speaking: to talk about food and drink and give opinion on them. to express the numbers of body parts you have. • Reading: to recognise different food and drink in a sentence and on a shopping list, to recognise some body parts. • Writing: To write head 头，eye 目，ear 耳，hand 手, to eat 吃，rice 米，water 水，fruit 水果 • Context & Cultural understanding: To understand more about Chinese food culture.
NC Link	How does this link to NC expectations – or exceed • Listen attentively and understand spoken and some written language. • Understand basic grammar of using question words to ask questions and answer questions. • Engage in conversations, ask and answer questions. • Write some characters in the correct stroke order. • Appreciate Chinese culture. • Broaden their vocabulary. • Write some words from memory.	How does this link to NC expectations – or exceed • Listen attentively and understand spoken and some written language. • Understand basic grammar of using question words to ask questions and answer questions. • Engage in conversations, ask and answer questions. • Write some characters in the correct stroke order. • Appreciate Chinese culture. • Broaden their vocabulary. • Write some words from memory.

	Summer 1	**Summer 2**

Context & Topic	**<u>Where I live</u>** • Places in town and cities in China • Countries and Nationalities	Revision and assessment • Revision • End of year assessment • Cultural project
Skills:	What are the specific end-points for the unit? • Vocabulary: places in town, countries, today, tomorrow, weekend colours • Grammar: To use question words “which” ‘where’ • Listening: To understand where people are at /going to • Speaking: To say where I am and where I am going to • Reading: To read the sentences for where someone located at and where someone will go • Writing: To write simple characters for places in town. • Context & Cultural understanding: Introduce: Use Google images to find pictures of Chinese shops/supermarkets; schools, bus stops, parks, home. Monkey King and lady White Snake are very famous characters in Chinese traditional stories.	What are the specific end-points for the unit? • Vocabulary: to revise all key vocabulary learned so far • Listening: to understand questions, key words learned. • Speaking: to have a simple conversation on the topics learned. • Reading: to read key words learned and to extract information from a short passage. • Writing: to write simple characters learned
NC Link	How does this link to NC expectations – or exceed • Communicates by asking and answering a wider range of questions and presenting short pieces of information • speak in sentences, using familiar vocabulary, phrases and basic language structures	How does this link to NC expectations – or exceed • Engage in conversations; ask and answer questions; • Develop accurate pronunciation and intonation. • Speaking in sentences, using familiar vocabulary, phrases and basic language structures.