

Prince Albert Community Trust Primary Mandarin Long-Term Plan 2025-2026(Highfield)

Year Group	Length of Study	Term	
Year4 (1 st year of learning)	30 minutes	1	Basic Greetings in Pinyin and general knowledge about China; Mid-Autumn Festival
		2	Numbers, basic Chinese characters-pictogram, Chinese celebrations in Winter; Assessment1
		3	Animals, Zodiac animals and Chinese New Year
		4	Family members, Chinese family structure; Assessment2
		5	Body parts and songs
		6	Dragon Boat Festival and Revision; Summer assessment
(2 nd Year of learning)	30 minutes	1	Numbers 1-100, age, pinyin and tones, Moon-festival, Assessment1
		2	Months and dates, other people's age, celebrations in winter months
		3	Pets and animals, days of the week, CNY
		4	Basic food and drink, Chinese food culture; Assessment2
		5	Countries and nationalities
		6	Colours and their cultural links, revision and Assessment3
Year5 (3 rd Year of learning)	30 minutes	1	History of Chinese characters, radicals, strokes, classroom objects
		2	Key words and sentences for Mid-Autumn Festival, Numbers, dates and birthdays; Assessment1
		3	Animals and colours, more family members, CNY
		4	More parts of the bodies and describing animals and body parts, ordering food and drink in a Chinese restaurant, Assessment2
		5	Places in town, cities in China
		6	Revision and cultural projects, Assessment3

****Note: Highfield previously began Mandarin instruction in Year 3. However, the current Year 4 students did not study Mandarin last year and are therefore in their first year of learning. The current Year 5 students began Mandarin in Year 3, so they are now in their third year of learning. No year group is currently in their second year of Mandarin. For clarity, the full three-year scheme of work—representing the learning sequence for the current Year 5—can be seen in the table above.**

Three-Year Primary Mandarin Curriculum Overview

Our primary curriculum aims to ensure our pupils:

- **develop a solid knowledge for the Chinese language and the culture.**
- **develop a strong lifelong language skill (listening, speaking, reading and writing) in Mandarin, which will enable them to have competitive advantage in the world of business as China’s booming economy continues to grow.**
- **foster their curiosity and deepen their understanding of the world.**

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	<p><u>Establishing Mandarin</u></p> <ul style="list-style-type: none"> • Knowledge about China • Basic knowledge about Pinyin • Greetings • Mid-Autumn festival 	<p><u>Numbers and characters</u></p> <ul style="list-style-type: none"> • Numbers • Characters-pictograph • Christmas celebration in China
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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. 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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 1-10 in 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	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • Starting to listen and respond to familiar spoken words and phrases 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language.

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>Chinese New Year</p> <ul style="list-style-type: none"> Chinese New Year tradition and customs Chinese Zodiac story Zodiac animals 	<p>My family</p> <ul style="list-style-type: none"> Family members Introducing my family Chinese family culture
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> 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. 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> 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	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> 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) 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes in the language

	<ul style="list-style-type: none"> • Seek clarification and help 	<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Body parts • Songs 	<u>My project</u> <ul style="list-style-type: none"> • Revision • End of year assessment • Cultural project
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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-sun, 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	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • Listens for specific words and phrases • Begins to distinguish between the four tones 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none">• Numbers 1-100• How old are you?• Pinyin and four tones	<u>Special days</u> <ul style="list-style-type: none">• Months and dates• Key words for Mid-Autumn festival• Christmas celebration
Skills:	What are the specific end-points for the unit? <ul style="list-style-type: none">• 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, numbers1-20• 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? <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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> <ul style="list-style-type: none"> • Pet and animals • Days of the week • Chinese New Year celebration 	<u>My favourite food and drink</u> <ul style="list-style-type: none"> • Chinese food and western food • Chinese food culture • Food and drink items
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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. 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • Applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation. • Seek clarification and help 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • 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	<p><u>Where are you from?</u></p> <ul style="list-style-type: none"> • Countries. • Nationalities • Colours and their cultural links 	<ul style="list-style-type: none"> • Revision • End of year assessment • Cultural project
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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 wider world and culture difference between China and the UK; to recognise different national flags 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • Listens for specific phonemes, words and phrases • Communicates by asking and answering a wider range of questions and presenting short pieces of information 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • 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	<p><u>Investigating Chinese characters</u></p> <ul style="list-style-type: none"> • History of Chinese characters • Radicals • Strokes • Classroom objects 	<p><u>My birthday</u></p> <ul style="list-style-type: none"> • Key words and sentences for Mid-Autumn festival • Festivals and celebrations in China • Months and dates
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> • 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 1-100 in characters • Writing: To write months, dates, birthday and numbers 1-100 <p>Context & Cultural understanding: investigate the main traditional festivals: Spring Festival (inc lantern Festival), Mid-Autumn, Dragon Boat, Qingming, Double 7th</p>
NC Link	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • 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 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> • 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	<p><u>More family members and animals</u></p> <ul style="list-style-type: none"> Animals and colours More family members Chinese New Year traditions and customs 	<p><u>More body parts and food and drink items.</u></p> <ul style="list-style-type: none"> More parts of the body Food and drink items Ordering food in a Chinese restaurant
Skills:	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> 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. 	<p>What are the specific end-points for the unit?</p> <ul style="list-style-type: none"> 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	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> Listen attentively and understand spoken and some written language. <ul style="list-style-type: none"> 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. 	<p>How does this link to NC expectations – or exceed</p> <ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> • Places in town and cities in China • Countries and Nationalities 	Revision and assessment <ul style="list-style-type: none"> • Revision • End of year assessment • Cultural project
Skills:	What are the specific end-points for the unit? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; • Develop accurate pronunciation and intonation. • Speaking in sentences, using familiar vocabulary, phrases and basic language structures.