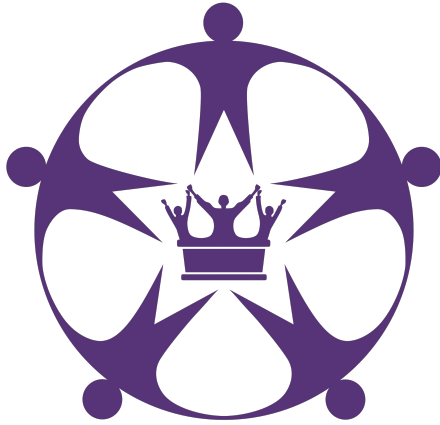
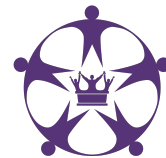




Mandarin at Tyndale Community School

Subject Intent

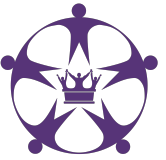


Tyndale Community School has been teaching Mandarin for over five years. Although we began our journey of teaching Mandarin two years prior to this through the British Council's Chinese Language Assistant Programme, our ambition, vision and strategy became defined and brought into fruition through being part of the Swire Chinese Language Foundation. We have received funding which has supported us to the point of being self-sufficient in our Chinese Language Teaching. As a result, we have become a beacon primary school in the UK due to the level of proficiency that our students learn.

So why Mandarin?

- 1) We are preparing children for the 21st Century. In 2018, a survey of senior business leaders revealed that they felt Mandarin-speaking school-leavers will have an advantage over their peers in the job market. Mandarin is the second most spoken language in the world and has the second biggest economy in the world. It is therefore very important that more children leave school able to communicate in Mandarin.
- 2) Through the Swire Chinese Language Foundation, there is an increase of secondary schools who are now teaching Mandarin in Oxford. This means that we are giving our students an advantage over their peers of being secure in their language learning.
- 3) As global citizens, our children are able to immerse themselves in a very different culture and recognise the similarities and differences. They appreciate Chinese culture and festivals which result in students being able to connect with Mandarin speakers on a deeper level.

Subject Intent



Why teach Mandarin from EYFS?

All children at Tyndale Community School have the opportunity for language learning, although these sessions might be through continuous provision or exposure to Mandarin through songs and games. Research shows that exposure to languages prior to the age of seven will help with language learning later on in life. Therefore, we have made the decision to teach Mandarin from when children arrive at the school.

How is the curriculum sequenced?

The school follows a sequenced curriculum which is in-line with the national curriculum. There are different themes covered each term with a very clear progression of knowledge and skills which includes revising prior learning. The school has created its own assessment framework to ensure there are clear milestones to ensure progress until the end points of Key Stage 2.

Subject Implementation

The school has invested in a specialist native-speaking Mandarin teacher, Miss Lei Cao.

All mandarin lessons involve:

- Revision of previous learning, often through flashcards and games at the beginning of the lesson.
- Rehearsal of new language, both as a class, in groups and individually.
- Role play through dialogue with peers and presenting in front of the class
- Critique and Feedback throughout from the teacher and peers to ensure correct pronunciation
- As children get older, some writing within their Mandarin books, although this is minimal to begin with.

Subject Overview



	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
<u>Year 1</u>	<u>Introduction to Mandarin Language and Culture</u> <u>Greetings</u>	<u>Numbers</u> <u>Months</u>	<u>The Story of Nian</u> <u>12 Zodiac animals</u>	<u>Body parts</u> <u>Family Members</u>	<u>Colours</u>	<u>Brown Bear Story</u> <u>Revision</u>
<u>Year 2</u>	<u>Greetings</u> <u>Culture: Mid-Autumn Festival</u>	<u>Months of the Year</u> <u>Days of the week</u>	<u>The Great Race story</u> <u>Animals of the Chinese</u> <u>Zodiac</u>	<u>Likes and Dislikes</u> <u>Fruits</u>	<u>My favourite colours</u> <u>Animals</u>	<u>What's this?</u> <u>Revision</u>
<u>Year 3</u>	<u>Greetings Conversation in Mandarin</u> <u>Feelings</u>	<u>Christmas Apples</u>	<u>Chinese Lunar New Year</u>	<u>Mandarin Sounds:Pinyin</u> <u>Tongue twister</u>	<u>Characters and Calligraphy</u>	<u>Numbers 0-100</u> <u>Revision</u>
<u>Year 4</u>	<u>Festivals & Celebrations</u>	<u>Age</u>	<u>Year</u> <u>Yesterday,today,tomorrow</u>	<u>Mandarin Date</u>	<u>Singing Happy Birthday</u>	<u>Revision</u>
<u>Year 5</u>	<u>Family</u>	<u>Animals</u>	<u>Friends</u>	<u>Body Parts</u>	<u>Telephone numbers</u>	<u>Revision</u>
<u>Year 6</u>	<u>Culture: Mooncakes</u>	<u>Telling the time</u>	<u>Shopping</u>	<u>Going to the restaurant</u>	<u>Festivals & Celebrations</u> <u>Countries & Nationalities</u>	<u>School</u> <u>YCT Level1 (Sound and Writing)</u>

[Click here for full overview](#)

Subject Assessment Framework



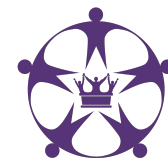
Mandarin						
Aims	Objectives	Strands	Y1:	Y2	Y3	Y4
understand and respond to spoken and written language from a variety of authentic sources	listen attentively to spoken language and show understanding by joining in and responding	Listening	I can listen to and repeat mandarin words for a variety of topics.	I can listen to and repeat mandarin words and phrases for a variety of topics.	I can listen to and repeat mandarin words and phrases accurately for a variety of topics.	I can listen to and repeat mandarin words, phrases and sentences accurately for a variety of topics.
speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		I can identify patterns in mandarin phrases for a variety of topics.	I can identify patterns in mandarin phrases for a variety of topics.	I can accurately identify patterns and sounds in mandarin phrases for a variety of topics.	I can identify patterns and sounds in mandarin phrases and sentences for a variety of topics.
can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		I can ask and answer short questions for greeting topics.	I can ask and answer questions for some topics, including greetings and expressing what I like	I can engage in a short conversation for greeting topics.	I can fluently engage in a long conversation including greetings and asking the date .

How we measure progress



1. The teacher uses Assessment for Learning strategies to improve children's Chinese Language Skills during the lessons.
2. The teacher uses the Assessment Framework to make summative assessments at the end of the year regarding whether children are on track.
3. In Year Six, for children who take part in additional extra-curricular Chinese lessons and for those who are secure in their Mandarin (for End of KS2), are entered into the Youth Chinese Test.

Visits and experiences



Year Six students, in partnership with the Oxford Swire Centre, went to a Language Workshop at St John's college Oxford.



Every year, the school celebrates the Chinese New Year, or Lunar New Year. Children learn about the sign of the year, take part in cultural activities whilst further developing their Mandarin skills.