

Mandarin Plans

2012/2013

CfE

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

LIT 2-04a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a

Expressive arts

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 0-01a / EXA 1-01a / EXA 2-01a

I can create and present work that shows

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 can listen to and show understanding of familiar instructions and language from familiar voices and sources.

MLAN 2-01c

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

I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together.

MLAN 2-05a

I can participate in familiar collaborative activities including games, paired speaking and short role plays.

MLAN 2-05b

Health and Wellbeing

I enjoy eating a diversity of foods in a range of social situations.

HWB 0-29a / HWB 1-29a / HWB 2-29a /

HWB 3-29a / HWB 4-29a

Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their

Activities Focusing on Culture

The children will listen to the Willow Pattern Story.

Children will then work in small groups to recap on the main points of the story, creating a story board with a brief summary under each slide.

The children will discuss methods that the story can be retold – watch and review the retelling of the story through a power point and a variety of YouTube versions.

With the children discuss how trade occurred between different countries and the length of time things took to get from one country to another.

Ask children to work in groups to identify as many things as they can that come from China. Extend this to a homework task looking for things at home that say made in China.

Mandarin Language Focus

Consolidate basic greetings: Hello, Good bye, welcome.

Consolidate introductions: What are you called, my name is..., her name is... his name is...

Play some interactive games, learn songs, play matching games and watch the short video on China (Chinese Paradise interactive CDrom).

Consolidate counting to ten.

Play counting games, have a go at writing the characters for numbers to five, match pinyin to numbers and watch cultural video about the dragon.

Learn how to ask someone their age and reply to being asked your age.

Pass the ball and ask a question. Play some of the interactive games on the CDrom.

Have a go at using the Chinese shuttle cocks counting in Mandarin.

developing skill in using the visual elements and concepts.

EXA 2-03a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a / EXA 1-05a / EXA 2-05a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a / EXA 1-13a / EXA 2-13a

I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.

EXA 2-16a

Social Studies

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.

SOC 2-09a

I can use evidence selectively to research current social, political or economic issues.

SOC 2-15a

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.

SOC 2-19a

importance to health and wellbeing.

HWB 2-33a

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.

HWB 2-34a

Religious Moral Education

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-05b

I am developing respect for others and my understanding of their beliefs and values.

RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.

RME 2-09c

I am developing my understanding of how my own and other people's beliefs and values affect their actions.

RME 2-09d

Technologies

Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus.

TCH 1-11a / TCH 2-11a

Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.

TCH 1-11b / TCH 2-11b

During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.

TCH 1-13a / TCH 2-13a

Through discovery and imagination, I can

Discuss with the children the power of advertisement i.e. the story of the Willow Pattern to promote the sales of Chinese inspired pottery created in Britain.

Children will create an advert to sell something Scottish. Then they will use microphones and jingles to record adverts onto the computer.

Using the story boards children will work in groups to recreate the Willow Pattern through their choice of creative outlet. Children should include basic Mandarin greetings in their retelling of the story.

The children will use skills from previous lessons to teach the children from Monymusk some Mandarin greetings then use this to work in groups to retell another Chinese fable.

The children will review work completed with the Monymusk children and post comments and finished products onto Glow.

Learn the parts of the face.

Using the interactive CDrom create faces, working in pairs turn over the facial features cards one at a time and have a go at saying what it is in Mandarin.

Have a go at writing some of the more recognisable Chinese characters i.e. ear.

Learn some descriptive words i.e. big, small, tall, short and long.

Play some of the interactive games on the CDrom, listen to instructions and find the matching picture.

Play games to reinforce all the above little and as often as possible.

Show the children from Monymusk and Tough slides from visit to China along with Meryl's powerpoint on China.

develop and use problem-solving strategies to construct models.

TCH 1-14a / TCH 2-14a

Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.

TCH 1-14b / TCH 2-14b

Techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures.

TCH 2-15a

Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.

TCH 2-15b

Children will complete a series of lessons with visiting Chinese teacher possibly based around the Kite festival in April including making kites, songs and poetry inspired by the festival/Spring, art work inspired by the festival/Spring, foods associated with the festival /Spring and some Chinese character writing that is relevant to the topic. Chinese Teacher will also consolidate language learnt so far and extend this to further description of the body and classroom language.