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Primary Inspiration Day

Cara Bleiman: Mandarin Primary Project Consultant, Harris Federation

Yee-Mei: Mandarin Primary HLTA, Harris Federation

Daisy Adams: MFL Lead, Harris Primary Academy Crystal Palace

Philippa Vallely: IOE Teacher Training Coordinator

- Where do you teach?
- What ages do you teach?



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Morning		
09:45 – 10:00	Registration and Welcome	
10:00 – 10:40	Context and background for lessons	
10:40 – 11:10	Cara Y5 Skellig	Yee-Mei Y4 Matilda
11:10 – 11:15	Escort to next lesson	
11:15 – 11:45	Cara Y5 Mina	Yee-Mei Y4 BFG
11:45 – 12:15	Plenary and discussion of observations	
12:15 – 13:15	Lunch	
Afternoon		
13:15 – 15:15	Chinese New Year Activities and Ideas	



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Context and Background for Lessons



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		Listening	Speaking	Reading	Writing	Grammar
Reception	Skills & Knowledge	1. Listens and responds to familiar spoken words and some short phrases	1. Joins in with familiar songs and rhymes. 2. Responds with single word or short phrase answers to familiar questions	1. Shows some awareness of the differences between chinese characters, pinyin and english	1. Gives meaning to marks as they trace/copy simple characters	
	Example context & language	1. Runs to the blue cone when T says 蓝色 Does a bunny hop when T says 兔子	1. Joins in with 'Happy New Year' song 2. Says their name when T asks '你叫什么?' Says 黑色 when asked '这是什么颜色?'	1. Can sort word cards into three piles: characters, pinyin, English	1. Chooses red point to finger-point over the character 山 Uses a stick to write 山 in the sand and says 'mountain' Labels a picture of their mum as 'ma ma' Copies the character 三 and draws 3 dots	
Y1	Skills & Knowledge	1. Listens and responds to familiar spoken words and phrases	1. Can join in with a range of songs and rhymes known by heart. 2. Communicates with others using simple words, phrases and some short sentences	1. Recognises and understands some familiar written words and phrases in pinyin 2. Recognises the meaning of a small number of foundational pictograms 3. Shows awareness of sound-spelling links in pinyin	1. Writes some familiar words in pinyin using a model and some from memory. 2. Attempts to add tones to words which may not always be correct 3. Writes some simple characters using a model, following stroke correct order 4. Applies phonic knowledge to support writing in pinyin where graphemes are pinyin to those in English (a/ b p m f d t n l g k h/ ch sh /an)	1. Uses a range of nouns from familiar topics 2. Begins to use 谁 3. Begins to use '什么' and '几' in simple questions 4. Uses basic pronouns 5. Uses 但是 but does not yet conceive of it as a measure word
	Example context and language	1. Folds arms and looks at the teacher when T says 看老师 Counts out 10 cubes when T says 十	1. Performs '新年好' in a Chinese New Year assembly Asks and answers 你叫什么? 2. Points to objects/pictures and says the correct word/phrase	1. Matches pinyin words for family members to the correct picture 2. Matches pictogram flashcards with pictures e.g. 山 3. Sounds out words with recognisable graphemes from English (a/ b p m f d t n l g k h/ ch sh /an) e.g. 爸爸 ma ma, 妈妈 ma	1. Labels pictures of animals with the correct pinyin 2. Fills in the blanks and adds tone to a pinyin word with gaps e.g. j*** (big sister) 3. Counts 5 objects and then writes 五 where numbers 1-10 are shown Draws a person and labels it 人 4. When T says 山 out	1. Knows nouns for colours, numbers, family members, animals 2. Asks and answers 这是什么颜色? 3. Asks and answers 你叫什么? 4. Uses 谁, 你, 他, 她 in speaking and listening activities 5. Asks and answers 你几岁?

YCT

Youth Chinese Test

中小学生汉语考试



Department
for Education

Languages programmes of study:
key stage 2

National curriculum in England



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Word-level
Sentence-level
Text-level



Receptive
(listening and reading)

Productive
(speaking and writing)





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Y5 Lesson

Body Parts

Intro to body parts Unit
I have ...
I don't have...
I have and don't have barrier game
Revision and mini test

眼睛, 头发, 口, 耳朵, 鼻子, 手
我有
我没有

Y4 Lesson

Little monsters

Intro to little monsters unit
Revise Yanse song and learn additional adjectives
Begin to use de to describe (listening and reading)
Using de to describe (writing and speaking)
Design their own pokemon and describe it
Revision and mini test

长, 大, 小, 红, 绿, 蓝, 黄, 黑, 白
的



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Y5

LO: To use the verb yǒu (to have)



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The Four Tones

First – dentist

Second – what?

Third – ‘really?’

Fourth – No!

ā

á

ǎ

à



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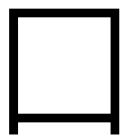
眼睛
yǎn jīng





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kǒu





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耳朵
ěr duo



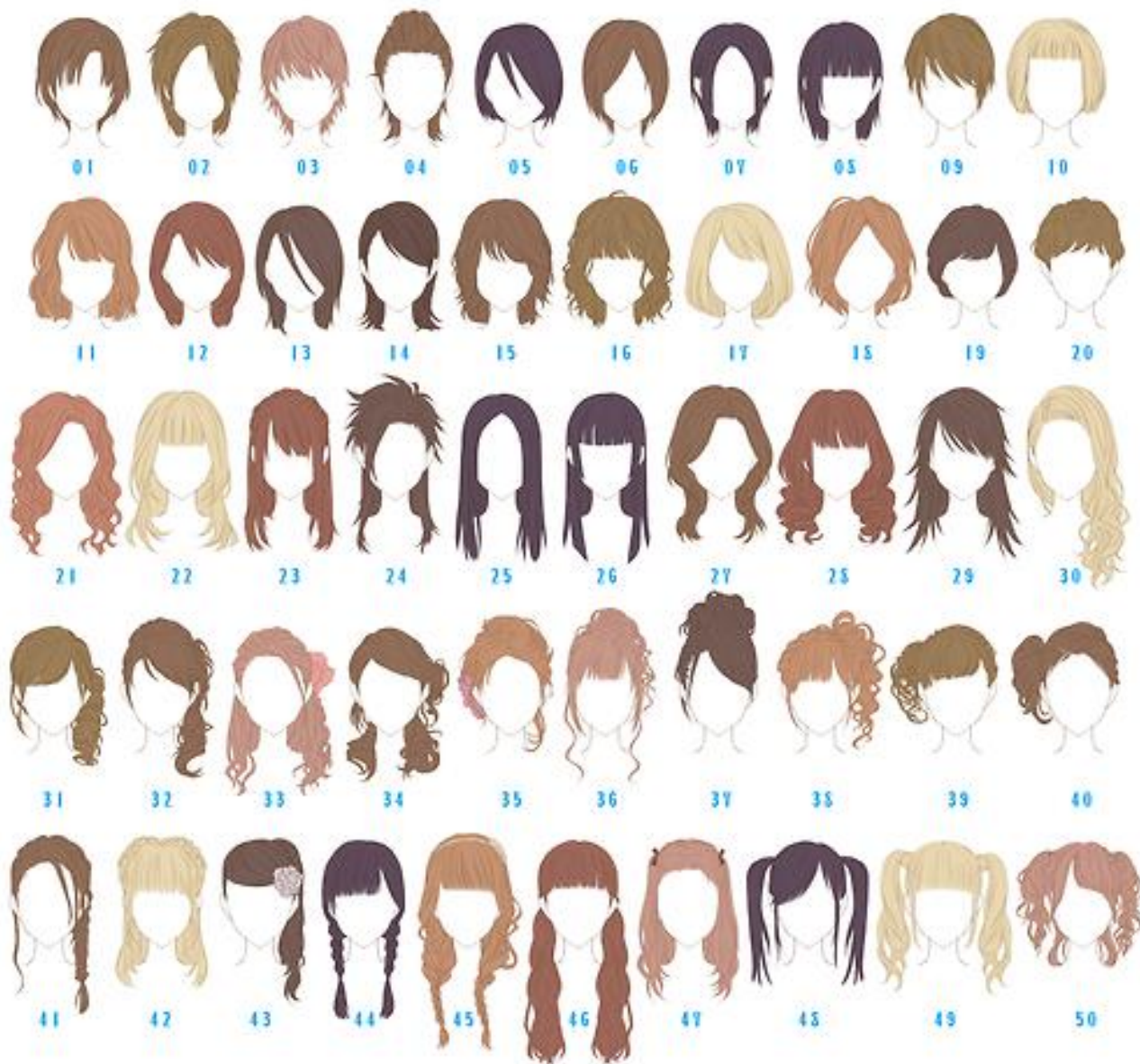


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头发

tóu fa





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鼻子

bí zi





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眼睛

1

yǎn jīng



鼻子

bí zi



2

耳朵

ěr duo

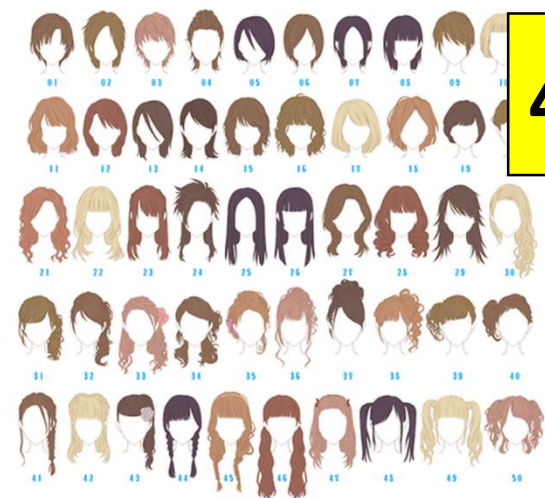


3

4

头发

tóu fa



口

kǒu

5





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jingfatouyan

yǎn jīng

ěr duo

tóu fa

bí zi

kǒu



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yǎn jīng
ěr duo
tóu fa
bí zi
kǒu



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ěr



duó
dǒu
duo



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Wǒ yǒu yǎnjīng。



Wǒ yǒu tóufa。



Wǒ yǒu bízi。



Wǒ yǒu ěrduo。



Wǒ yǒu kǒu。



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Y4

LO: To begin using *de* to describe



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Wǒ yǒu yǎnjīng。



Wǒ yǒu tóufa。



Wǒ yǒu bízi。



Wǒ yǒu ěrduo。



Wǒ yǒu kǒu。



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1 	2 	3 	4 	5 
hóng sè	lǜ sè	lán sè	huáng sè	hēi sè
6 	7 	8 	9 	10 
bái sè	chéng sè	zǐ sè	zōng sè	fěnhóng sè
11 	12 	13 	14 	
dà 大	xiǎo 小	gāo 高	cháng 长	



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Grimer	Dewgong	Gastly	Cleffa	Quagsire	Silcoon	Weepinbell
						
Drowzee	Tangela	Starmie	Pelipper	Loudred	Minccino	Poliwag
						
Ditto	Eevee	Chikorita	Meloetta	Charmander	Pikachu	Nidoqueen
						



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Observe the teacher:

How does the teacher ensure pupils understand what they are doing?

How does the teacher scaffold the language?

How does the teacher use continuous assessment?

How does the teacher encourage learner independence?

How is target language used in the lesson by the pupils?

What does the teacher do to engage pupils?

Observe the learners:

Do the pupils know the classroom rules/code of conduct?

Are all learners involved in the lesson?

Can you tell whether learning is taking place for all learners?

How is target language used in the lesson by the pupils?



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Group A

Allen Tsui
Haishan Pan
Jessie Moore
Meier Lo
Qi Guo
Philippa Vallely

Y5 Cara Skellig

Y4 Yee-Mei BFG

Group B

Qin Wang
Rose Gao
Vivienne Wang
Ying Li
You Kou
Daisy Adams

Y4 Yee-Mei Matilda

Y5 Cara Mina



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Discussion of Observations



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Chinese New Year Activities and Ideas



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What activities have you done in your school in the past?

What plans do you have for this year?



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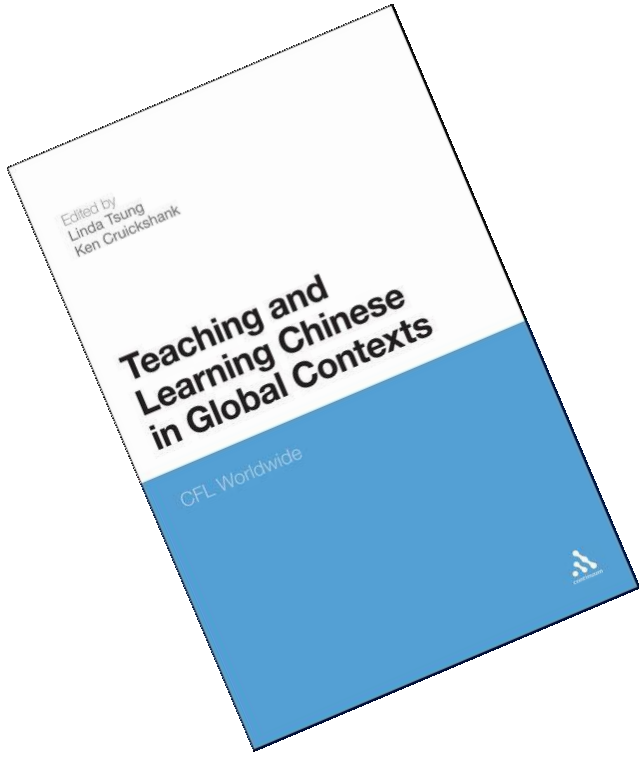
- What does it mean to teach 'Chinese Culture'?
- Cross-curricular planning with poems and picture books
- Activities you can carry out with your link school
- Workshop offerings for CNY



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What does it mean to teach 'Chinese Culture'?



Yes, schools have lanterns, dragons and images of the great wall but what does 'teaching Chinese culture' really mean?

Jane Orton argues that learners "*need a functional sensitivity to relationships as the driving Chinese cultural base, which manifests in the value of social harmony maintained by structure and hierarchical rights.*" and they should understand something of Confucianism



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What is a Ming Vase?

How were Tang dynasty poets inspired by nature and how have painters in turn been inspired by their poems?

What is the importance of Buddhism/Daoism in Chinese culture?

What do Chinese people do to celebrate Chinese New Year?

What is Shan-shui painting and how has it developed over the centuries?

Where is China?

What is the significance of particular colours in Chinese culture?

What is the willow pattern and how was it influenced by famous Chinese blue and white ceramics?

How is China changing?

Where do people speak Chinese?

What do people do to celebrate Chinese New Year?

What do people eat in China?

Which animals are in the Chinese zodiac and what do they mean?

Why does each year have an associated animal?

How are traditional Chinese folk tales similar or different to European ones?

What was life like in China in the past?



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Cross-curricular planning with poems and picture books



"It is my aim that the new framework places much more emphasis than the current one on the substance of education: the curriculum."

Angela Spielman, Ofsted Chief Inspector



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- HPACR plans
- St James' plans
- Link school
- Yishuge art project
- Letters to link school HPABE
- HPAD link school photos



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