

## MFL Progress Monitoring

Progress Monitoring in MFL	Reading	Writing	Listening	Speaking
1	R1a Understand written single words.	W1a Copy single words correctly. W1b Label pictures. W1c Choose the right word to fill in gaps.	L1a Understand instructions with the help of repetition, mime or pictures. L1b Understand questions with the help of repetition, mime or pictures. L1c Understand words and short phrases with the help of repetition, mime or pictures.	S1a Use single words. Need repetition for correct pronunciation. S1b Use short phrases. Need repetition for correct pronunciation.
2	R2a Understand short phrases that they have seen before. R2b They are able to read aloud familiar words. R2c They are able to read aloud familiar phrases.	W2a Copy short phrases correctly. W2b Spell words from memory.	L2a Understand a range of phrases, with some repetition and respond using words or actions. L2b Understand a range of sentences with some repetition and respond using words or actions. L2c Understand a range of instructions with some repetition and respond using words or actions.	S2a Use short set phrases or sentences. Pronounce things clearly but still need support.
3	R3 a Understand short printed texts containing familiar language and note main points.	W3a Write 2-3 sentences with support. W3b Express likes/dislikes. W3c Write short phrases from memory.	L3a Understand, with repetition, a series of phrases at near normal speed. L3b Note the main points and details.	S3a Take part in a short conversation of 2-3 exchanges with prompts.
4	R4a Understand short printed and handwritten texts and note main points & details.	W4a Write a paragraph containing 3-4 sentences. W4b Use grammar to change words / phrases. W4c Use a dictionary to check words/phrases.	L4a Understand longer passages from one topic with some repetition needed.	S4a Take part in a conversation of 3-4 exchanges with prompts S4b Use grammar to adapt what is said.

Progress Monitoring in MFL	Reading	Writing	Listening	Speaking
5	R5a Understand a variety of texts with present and past or future events in them on their own.	W5a Write a short text. W5b Refer to past or future events as well as things they do every day.	L5a Understand language from several topics. L5b Students will understand when present and past or future events are described.	S5a Take part in a conversation using present and past or future tenses. S5b Give and ask for information & opinions.
6	R6a Students can use the present, past and future tenses. R6b They will use grammar to build their own phrases in new contexts.	W6a Refer to the present, past and future. W6b They can make up new sentences.	L6a Understand language in new situations. L6b Students will understand when present, past and future events are described.	S6a Use the present, past and future tenses. S6b Use grammar to build their own phrases in new contexts
7	R7a Understand longer texts and recognise people's points of view. R7b Understand texts that cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. R7c Pupils use new vocabulary and structures found in their reading to respond in speech or writing. R7d They use reference materials when these are helpful.	W7a Write articles or stories of varying lengths, conveying opinions and points of view. W7b They write about real and imaginary subjects and use an appropriate register. W7c They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. W7d They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.	L7a Understand longer passages and recognise people's points of view. L7b The passages cover a range of material that contains some complex sentences and unfamiliar language. L7c They understand language spoken at near normal speed, and need little repetition.	S7a Answer unprepared questions. S7b They initiate and develop conversations and discuss matters of personal or topical interest. S7c They improvise and paraphrase. S7d Their pronunciation and intonation are good, and their language is usually accurate.

Progress Monitoring in MFL	Reading	Writing	Listening	Speaking
8	<p>R8a Understand texts including some unfamiliar material and recognise attitudes and emotions.</p> <p>R8b These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language.</p> <p>R8c When reading for personal interest and for information, pupils consult a range of reference sources where appropriate.</p>	<p>W8a Produce formal and informal texts in an appropriate style on familiar topics.</p> <p>W8b They express and justify ideas, opinions or personal points of view and seek the views of others.</p> <p>W8c They develop the content of what they have read, seen or heard.</p> <p>W8d Their spelling and grammar are generally accurate.</p> <p>W8e They use reference materials to extend their range of language and improve their accuracy.</p>	<p>L8a Understand passages including some unfamiliar material and recognise attitudes and emotions.</p> <p>L8b These passages include different types of spoken material from a range of sources.</p> <p>L8c When listening to familiar and less familiar material, they draw inferences, and need little repetition</p>	<p>S8a Narrate events, tell a story or relate the plot of a book or film and give their opinions.</p> <p>S8b They justify their opinions and discuss facts, ideas and experiences.</p> <p>S8c They use a range of vocabulary, structures and time references.</p> <p>S8d They adapt language to deal with unprepared situations.</p> <p>S8e They speak confidently, with good pronunciation and intonation.</p> <p>S8f Their language is largely accurate, with few mistakes of any significance.</p>

## PROGRESS MILESTONES BY YEARS OF STUDY

Standards	Reading	Writing	Listening	Speaking
YEAR 1	R1a Understand written single words.	W1a Copy single words correctly. W1b Label pictures. W1c Choose the right word to fill in gaps.	L1a Understand instructions with the help of repetition, mime or pictures. L1b Understand questions with the help of repetition, mime or pictures. L1c Understand words and short phrases with the help of repetition, mime or pictures. L2a Understand a range of phrases, with some repetition and respond using words or actions. L2b Understand a range of sentences with some repetition and respond using words or actions. L2c Understand a range of instructions with some repetition and respond using words or actions.	S1a Use single words. Need repetition for correct pronunciation. S1b Use short phrases. Need repetition for correct pronunciation. S2a Use short set phrases or sentences. Pronounce things clearly but still need support.
YEAR 2	R1a Understand written single words. R2a Understand short phrases that they have seen before. R2b They are able to read aloud familiar words. R2c They are able to read aloud familiar phrases. R3 a Understand short printed texts containing familiar language and note main points.	W1a Copy single words correctly. W1b Label pictures. W1c Choose the right word to fill in gaps. W2a Copy short phrases correctly. W2b Spell words from memory. W3a Write 2-3 sentences with support. W3b Express likes/ dislikes. W3c Write short phrases from memory.	L2a Understand a range of phrases, with some repetition and respond using words or actions. L2b Understand a range of sentences with some repetition and respond using words or actions. L2c Understand a range of instructions with some repetition and respond using words or actions. L3a Understand, with repetition, a series of phrases at near normal speed. L3b Note the main points and details.	S2a Use short set phrases or sentences. Pronounce things clearly but still need support. S3a Take part in a short conversation of 2-3 exchanges with prompts.

YEAR 3	<p>R2a Understand short phrases that they have seen before.</p> <p>R2b They are able to read aloud familiar words.</p> <p>R2c They are able to read aloud familiar phrases. R3 a Understand short printed texts containing familiar language and note main points.</p> <p>R3 a Understand short printed texts containing familiar language and note main points.</p>	<p>W2a Copy short phrases correctly.</p> <p>W2b Spell</p> <p>W3a Write 2-3 sentences with support.</p> <p>W3b Express likes/dislikes.</p> <p>W3c Write short phrases from memory.</p>	<p>L3a Understand, with repetition, a series of phrases at near normal speed.</p> <p>L3b Note the main points and details.</p>	<p>S3a Take part in a short conversation of 2-3 exchanges with prompts.</p>
YEAR 4	<p>R3 a Understand short printed texts containing familiar language and note main points.</p> <p>R4a Understand short printed and handwritten texts and note main points &amp; details.</p>	<p>W3a Write 2-3 sentences with support. W3b Express likes/dislikes.</p> <p>W3c Write short phrases from memory.</p> <p>W4a Write a paragraph containing 3-4 sentences.</p> <p>W4b Use grammar to change words / phrases.</p> <p>W4c Use a dictionary to check words/phrases.</p>	<p>L3a Understand, with repetition, a series of phrases at near normal speed.</p> <p>L3b Note the main points and details.</p> <p>L4a Understand longer passages from one topic with some repetition needed.</p>	<p>S3a Take part in a short conversation of 2-3 exchanges with prompts.</p> <p>S4a Take part in a conversation of 3-4 exchanges with prompts</p> <p>S4b Use grammar to adapt what is said.</p>
SECONDARY SCHOOL	<p>R5a Understand a variety of texts with present and past or future events in them on their own.</p>	<p>W5b Refer to past or future events as well as things they do every day.</p>	<p>L5a Understand language from several topics.</p> <p>L5b Students will understand when present and past or future events are described.</p>	<p>S5a Take part in a conversation using present and past or future tenses.</p> <p>S5b Give and ask for information &amp; opinions.</p>

## THEME UNIT MAP

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
1	1	<b>Greetings and Introductions</b>	1. Hello goodbye 2. How are you + answers 3. My name is...his name is...  你好，早上好，晚上好，老师好，学生，再见，你好吗，我很好，我不好，你叫什么？，我叫，他叫，	R1: Students are able to read tones and pinyin for new words. W1: Students are able to copy characters and pinyin. L1: Students can respond to greeting questions and introductions S1: Students are able to greet each other, say how they are and say their name.	R1A W1A L1B L1C S1A S1B
	2	<b>Numbers and age</b>	1. 0-100 2. How old are you?  一二三四五六七八九十，百，你几岁，我。。。岁，他。。。岁。	R1: Students can read the numbers 1-100. W1: Students can copy the numbers 1-100. L1: Students can do the hand gestures for the correct numbers. Students can respond to how old they are. S1: Students can give their age, ask others for their age and repeat the numbers 1-100.	R1A W1A L1B L1C S1A S1B
	3	<b>Countries and nationalities</b>	1. Names of countries 2. Where are you from? 3. I'm from...  英国，中国，美国，法国（add students home countries）威尔士，苏格兰，爱尔兰，你是哪儿国人？我是。。。人	R1: Students are able to read some common countries W1: Students are able to copy some common countries L1: Students are able to respond to the question where are you from? S1: Students are able to say where they are from	R1A W1A L1B L1C S1A S1B
	4	<b>My family</b>	1. Family members 2. How many people in my family 3. Measure words  妈妈，爸爸，姐姐，哥哥，妹妹，弟弟，姥姥，姥爷，爷爷，奶奶 你的家有几口人？我的家有。。。人	R1: Students are able to read some common family characters W1: Students are able to copy some family member characters L1: Students are able to understand who is in other people's families and respond to how many people are in their family S1: Students are able to say who is in their family	R1A W1A L1B L1C S1A S1B

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	5	<b>Chinese New Year 1: What is Chinese New Year?</b>	1. Basic information about Chinese New Year 2. The significance of the colour red 3. Traditions of Chinese New Year  新年快乐 恭喜 祝你新年快乐	R1: Students are able to read Chinese New Year greetings W1: Students are able to copy Chinese New Year greetings L1: Students are able to greet others and offer New Year Greetings S1: Students are able to greet others and offer New Year Greetings  Culture: Students can identify different traditions of Chinese New Year and explain their significance.	R1A W1A L1B L1C S1A S1B
	6	<b>My school and where I live</b>	1. I live in... 2. I go to... 3. ...在... grammar point  你住在哪儿? 我住在。。。我学习在。。。学校。	R1: Students are able to understand “I” “live” and “my” “school” W1: Students are able to write “zai” L1: Students are able to understand where people live or go to school S1: Students are able to say where they live or go to school	R1A W1A L1B L1C S1A S1B
	7	<b>Classroom rules</b>	1. Classroom rules  助手, 安静, 站起来, 坐下来, 扫版, 写一下, 说, 听, 重复	R1: Students are able to read some classroom rules W1: Students are able to label the correct rule for the picture L1: Students are able to follow instructions S1: Students are able to repeat instructions or give instructions	R1A W1A L1A L1B L1C S1A S1B
	8	<b>Colours</b>	1. Colour names 2. Asking and answering questions about colours 3. Colour characters  白色, 黑色, 蓝色, 绿色, 黄色, 橙色, 红色, 紫色, 粉红色, 棕色 这是什么颜色。。。这是。。。	R1: Students are able to read basic colour characters W1: Students are able to label colours L2: Students are able to respond to what colour something is S2: Students are able to say the colour something is	R1A W1A L2A L2B L2C S2A

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	9	<b>Clothes</b>	1. Names of clothes 2. I am wearing 3. Clothes + colours  毛, 围巾, 鞋子, 裤子, 裙子, 衬衫, T恤, 毛衣, 外衣。 我穿。。你穿什么? 白色的裤子	R1: Students are able to read clothes pinyin W1: Students are able to label clothes L2: Students are able to understand clothes and colour combinations S2: Students are able to say phrases combining colours and clothes, or say what they are wearing in a sentence	R1A W1A L2A L2B L2C S2A
2	1	<b>Pets</b>	1. Pet names 2. Pets I have 3. Describing colours and numbers of pets  猫, 狗, 蛇, 鱼 我有。。。我没有。。。你有一一一吗? 我有三个黑色的猫。	R1: Students are able to match pets, numbers and colours together W1: Students are able to write basic animal characters L2: Students are able to understand the pets people have S2: Students are able to use measure words with pets, and say number/ colour combinations for pets they have	R1A W1A L2A L2B L2C S2A
	2	<b>Likes and dislikes</b>	1. Likes and dislikes 2. ...because... 3. Descriptive words  我喜欢 / 不喜欢 你喜欢吗? 。。。因为。。。 可爱, 漂亮, 大, 小, 好毛毛	R1: Students are able to read whether someone likes or dislikes something W1: Students are able to copy "I like" and "I don't like" L2: Students are able to understand what people like and dislike and why S2: Students are able to say what they like and dislike and why	R1A W1A L2A L2B L2C S2A



YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	3	<b>“All about me” and my friends</b>	1. Words for friendships 2. Describing myself 3. Describing my friends/family  朋友，最好的朋友 我很。。。聪明，友好，努力，我不是。。他 / 他们很。。。他们不是。。。	R1: Students are able to chose the right word to fill in gaps W1: Students are able to fill in gaps to describe themselves or their friends and family L2: Students are able to understand what other people like/dislike and reasons to questions about themselves and their families S2: Students are able to say what they and their friends like/ dislike and what their families are like	R1A W1A L2A L2B L2C S2A
	4	<b>Body parts</b>	1. Names and parts of the body; head, shoulders, knees and toes song 2. Names and parts of the face 3. Labelling bodies  头，肩膀，膝盖，脚，胳膊，腿，眼睛，鼻子，嘴巴，眉毛，头发	R2: Students are able to read aloud some body part characters W2: Students are able to write new body words from memory L2: Students are able to understand instructions about which body parts to move S2: Students are able to students can sing head, shoulders, knees and toes	R2A R2B R2C W2A W2B L2A L2B L2C S2A
	5	<b>Chinese New Year</b>	1. Zodiac Animals 2. What animal are you? I am... 3. Happy New Year  你是什么动物? 我是。。。 新年快乐 恭喜	R2: Students are able to read aloud some zodiac characters W2: Students are able to write new animal words from memory L2: Students are able to understand the question of what birth year they are. S2: Students are able to students can sing about different zodiac animals and describe their birth year.  Culture: Students are able to explain the significance of the Chinese Zodiac.	R2A R2B R2C W2A W2B L2A L2B S2A

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	6	<b>Physical appearances</b>	1. Tall, short, fat thin 2. Long hair, short hair, hair and eye colours 3. Guess who!  矮, 高, 胖, 瘦, 长头发, 短头发 他有。。。. 他有。。。吗?	R2: Students are able to read aloud descriptions of people W2: Students are able to copy phrases describing people L2: Students are able to understand questions about appearance S2: Students are able to answer questions about appearance	R2A R2B R2C W2A W2B L2A L2B L2C S2A
	7	<b>Chinese Food</b>	1. Chinese food vocabulary 2. Say what they like and don't like 3. Use chopsticks  米饭, 饺子, 面条, 鱼, 肉, 菜, 茶 早饭, 午饭, 晚饭, 我喜欢。。因为好吃, 不好吃 筷子, 碗, 杯子	R2: Students are able to students can read aloud what food people like and don't like W2: Students are able to write food words from memory L2: Students are able to understand what people like and don't like S2: Students are able to say what food they like and don't like	R2A R2B R2C W2A W2B L2A L2B L2C S2A
	8	<b>Western food</b>	1. Western food vocabulary 2. I'm hungry, I'm thirsty 3. I want...  汉堡, 面包, 薯条, 冰淇淋, 蛋糕, 咖啡, 果汁, 我很饿 我很渴 我要。。。你要。。。吗?	R2: Students are able to students can read aloud what food people like and don't like W2: Students are able to write food words from memory L2: Students are able to understand what people are asking for S2: Students are able to say they are hungry and thirsty, students are able to say what they want to eat	R2A R2B R2C W2A W2B L2A L2B L2C S2A

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	9	<b>Numbers review</b>	1. 1-100 2. Maths in Chinese 3. Counting objects  一 二 三 四 五 六 七 八 九 十，百 一个，一杯，一碗，一位	R2: Students are able to read aloud 1-100 from memory W2: Students are able to write 1-100 from memory L2: Students are able to understand how many of something there is, students are able to understand large numbers S2: Students are able to use measure words to count things	R2A R2B R2C W2A W2B L2A L2B L2C S2A
3	1	<b>Days, months, years, dates</b>	1. Days 2. Months 3. Years and dates  星期一-日，一月-十二月，1999年，3月，三号。	R2: Students are able to read aloud dates W2: Students are able to copy dates/ know dates for important things L2: Students are able to understand the dates for things S2: Students are able to say the dates for things	R2A R2B R2C W2A W2B L2A L2B L2C S2A
	2	<b>Weather</b>	1. Weather 2. Understanding weather forecasts 3. Giving weather forecasts  下雪，下雨，热，冷，有风，有太阳，风暴，有云， 今天，昨天，明天 今天天气好吗？	R2: Students are able to read aloud weather words W2: Students are able to write some weather words from memory and match them L3: Students are able to note the weather on certain days S3: Students are able to role play a weather forecast	R2A R2B R2C W2A W2B L3A L3B S3A

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	3	Hobbies	1. Hobby vocabulary 2. Hobbies they like and why 3. When they do hobbies  看书, 看电视, 玩电脑游戏, 上网, 跳舞, 听音乐, 爱好, 你有什么爱好? 我喜欢因为。。有意思, 无聊, 好玩	R2: Students are able to read aloud hobbies people do and when they do it W2: Students are able to copy sentences and gap fill sentences about hobbies they like and don't like L3: Students are able to write down hobbies people like and when they do them S3: Students are able to say what they like and when they do it	R2A R2B R2C W2A W2B L3A L3B S3A
	4	Sports	1. Sports words 2. Verbs for sports 3. Where they do sports  网球, 足球, 羽毛球, 游泳, 跑步 打, 去 学校, 体育馆, 游泳馆 我在。。。	R2: Students are able to read aloud sports, hobbies, opinions about them and when they happen W2: Students are able to copy sentences and adapt them to say what sports they like, why and where they do them L3: Students are able to understand sports and hobbies others like, why, when they do them and where S3: Students are able to role play hobbies and sports	R2A R2B R2C W2A W2B L3A L3B S3A
	5	Chinese New Year 2: Festival Food	1. Review of food words 2. Ask and answer what people eat for Chinese New Year 3. Give opinions	R2: Students are able to read aloud what people like to eat W2: Students are able to write some food words from memory L3: Students are able to understand different festival food people eat S3: Students are able to role play describing what people eat fro festivals  Culture: Students are able to describe festival food from different cultures.	R2A R2B R2C W2A W2B L3A L3B S3A

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	6	<b>Daily routines</b>	1. Daily routine words (2 classes) 2. Ordering routines  睡醒, 起床, 吃早饭, 午饭, 晚饭, 刷牙, 梳头, 下学, 做作业, 帮助妈妈 / 爸爸, 洗澡, 睡觉	R2: Students are able to read aloud routine characters W2: Students are able to write daily routine words from memory L3: Students are able to understand what people are doing on different days S3: Students are able to say what they do on different days	R2A R2B R2C W2A W2B L3A L3B S3A
	7	<b>Telling the time</b>	1. Whole hours and half hours 2. Extra times 3. When I do what; daily routines  现在几点? 一点 一点半 你几点。。。? 我五点。。。	R2: Students are able to understand what time people do things W2: Students are able to write what time they do things L3: Students are able to understand what time people do different things S3: Students are able to ask and answer questions about their daily routines	R2A R2B R2C W2A W2B L3A L3B S3A
	8	<b>School subjects</b>	1. School subject vocabulary 2. Timetables 3. My favourite subject is..  英语, 中文, 数学, 科学, 历史, 地理, 艺术, 体育, 你几点有。。。? 我最喜欢。。。	R3: Students are able to understand a text about school subjects people do, when they do them and if they like them. W3: Students are able to write about their favourite school subject L3: Students are able to understand what people study, if they like them, and when they have them S3: Students are able to ask give their favourite subject, when it is and why they like it	R3A W3A W3B W3C L3A L3B S3A

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	9	I like...because	<p>1. I like... because... subject describing words</p> <p>2. People describing words</p> <p>3. Food describing words</p> <p>好玩, 有意思, 无聊, 难, 容易 好看, 漂亮, 友好, 聪明, 努力, 懒, 麻烦 甜, 咸, 油腻, 干</p>	<p>R3: Students are able to understand people's favourite food, subjects and friends and why people like them</p> <p>W3: Students are able to write sentences about their favourite food, subjects and people</p> <p>L3: Students are able to write down people's favourite foods etc and preferences about them</p> <p>S3: Students are able to role play preferences</p>	<p>R3A</p> <p>W3A</p> <p>W3B</p> <p>W3C</p> <p>L3A</p> <p>L3B</p> <p>S3A</p>
4	1	Classroom objects	<p>1. Classroom vocabulary</p> <p>2. Say what they need for different subjects</p> <p>3. Say they don't have something and ask for it</p> <p>笔盒, 笔, 白班, 铅笔, 橡皮, 书包, 书, 尺子, 英语书 (等等)</p> <p>我没有。。。你有吗? 我需要。。。你需要什么?</p>	<p>R3: Students are able to understand a written text about what objects they need for a classes and when they have them</p> <p>W3: Students are able to write out what they have from memory</p> <p>L3: Students are able to note what people have and don't have in their pencil case</p> <p>S3: Students are able to ask and answer what they need for different subjects, if they have them, and ask to bower items</p>	<p>R3A</p> <p>W3A</p> <p>W3B</p> <p>W3C</p> <p>L3A</p> <p>L3B</p> <p>S3A</p>
	2	Where is it?	<p>1. Vocabulary for objects in the home</p> <p>2. In, on, under, behind, next to</p> <p>3. Ask where some thing is and answer</p> <p>桌子, 椅子, 床, 电脑, 灯, 书架, 电视上, 旁边, 下, 对面, 在, 里面, 。。。在哪儿?</p>	<p>R3: Students are able to read where things are and draw them</p> <p>W3: Students are able to write where something is next to a picture from memory</p> <p>L3: Students are able to note where things are in a room</p> <p>S3: Students are able to ask where something is and re-spond</p>	<p>R3A</p> <p>W3A</p> <p>W3B</p> <p>W3C</p> <p>L3A</p> <p>L3B</p> <p>S3A</p>

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	3	<b>Rooms in the house</b>	1. Vocabulary for rooms in the home 2. Be able to ask what room something is in, or where something is in a room 3. Where's Wally?  客厅, 厨房, 洗手间, 卧室, 房间, 花园 。。。有吗? 嗯, 有———在———。	R3: Students are able to understand where something is in a house W3: Students are able to write where something is from memory L3: Students are able to understand where things are and if people have them or not S3: Students are able to role play looking for things in the house	R3A W3A W3B W3C L3A L3B S3A
	4	<b>My home and family</b>	1. Describing the home 2. Review family members 3. Talk about jobs  我的家很大, 不大, 小, 有三个卧室。 老, 新 医生, 护士, 老师, 工作人, 不工作 (+ other jobs as the children ask for them) 我妈妈当医生。	R3: Students are able to read about people's homes and families, including jobs and family members likes and dislikes W3: Students are able to write about their family members and where they live L3: Students are able to understand key information about people's houses and where they live S3: Students are able to role play talking about people's families	R3A R4A W3A W4A W3B W4B W3C L3A L4A L3B S3A S4A S4B

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	5	<b>Chinese New Year 3: Traditional Activities and Comparative Cultures</b>	1. Festivals in different countries 2. Traditions for New Year 3. Chinese Lanterns	<p>R3: Students are able to understand descriptions of festival traditions</p> <p>R4: Students are able to understand other student's descriptions of festival traditions</p> <p>W3: Students are able to write about Chinese New Year or a festival from their own country</p> <p>W4: Students are able to compare Chinese New Year and a festival from their own country</p> <p>L3: Students are able to understand the main points about festivals</p> <p>L4: Students are able to understand information about other cultures over a number of topics (food/routines etc)</p> <p>S3: Students are able to describe Chinese New Year or a festival from their own country</p> <p>S4: Students are able to compare Chinese New Year and a festival from their own country</p> <p>Culture; Students are able to talk about a variety of different elements of Chinese New Year, and compare this with their own traditional festivals.</p>	R3A R4A W3A W4A W3B W4B W3C L3A L4A L3B S3A S4A S4B



YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	6	Healthy living	1. Healthy eating 2. Sports 3. Sleep and hygiene  健康, 苹果, 香蕉, 草莓, 菜, 水, 果汁, 鸡蛋, sports review 洗澡, 早点睡觉, 洗手	R3: Students are able to understand a printed text about healthy habits R4: Students are able to understand what other students have written W3: Students are able to write about their routine and how to keep healthy (healthy living booklet) W4: Students are able to use pre-existing sentences and change them to write longer passages in their booklet L3: Students are able to understand key phrases about healthy living L4: Students are able to understand a continuous talk about healthy living and pick out the information S3: Students are able to take part in a role play about healthy living S4: Students are able to add extra information to their role play by adapting what is said	R3A R4A W3A W4A W3B W4B W3C L3A L4A L3B S3A S4A S4B
	7	Directions	1. Following directions 2. Giving directions 3. Places in the town  右边, 左边, 右转, 左转, 一直走, 停 学校, 超市, 咖啡馆, 体育馆, 邮局, 火车站, 公安部, xyz店 (书店等等)	R3: Students are able to read printed directions R4: Students are able to follow written instructions from other students W3: Students are able to write how to get to places in the town W4: Students are able to write a long list of directions for other students to follow L3: Students are able to follow directions that are given with pauses L4: Students are able to follow directions without pauses S3: Students are able to give directions S4: Students are able to ask for and receive directions	R3A R4A W3A W4A W3B W4B W3C L3A L4A L3B S3A S4A S4B

YEAR OF STUDY	UNIT	THEME	CONTENT	MILESTONE OBJECTIVES	MILESTONE PROGRESS
	8	<b>Transport</b>	1. Transport vocabulary 2. Describing transport 3. Comparing transport  车, 出租车, 汽车, 自行车, 火车, 飞机 快, 慢, 便宜, 贵 。 。 。 比 。 。 。	R3: Students are able to understand why one thing is better than another R4: Students are able to read why other students think one thing is better than another W3: Students are able to write about what kinds of transport they like and why W4: Students are able to describe one type of transport and compare it against others L3: Students are able to understand short descriptions of transport L4: Students are able to understand a passage about a type of transport S3: Students are able to say what type of transport they take place and why S4: Students are able to give a short presentation on a type of transport they like	R3A R4A W3A W4A W3B W4B W3C L3A L4A L3B S3A S4A S4B
	9	<b>Review Project</b>	1. Me: name, nationality age, hobbies, likes/dislikes, appearance 2. My family: people in my family, names, ages, appearance and preferences 3. My home: where I live, what my home is like and what is in 4. My school: what my school is like, school rules, what I study, what my timetable is like, subjects I like and don't like and why 5. My town: places in my town and directions around my town, description of my town 6. All about China: what have I learnt about Chinese children's lives; school, homes, towns	R4: Students are able to understand the review booklets made by other students W4: Students are able to write about a range of topics that they have studied L4: Students are able to understand what other have say about the range of topics they have studied S4: Students are able to talk about a range of subjects they have studies	R4A W4A W4B L4A S4A S4B