



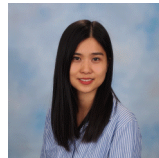
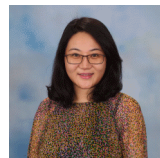
Chinese Term 2 Overview

Teachers:

Min Mu - Reception, Year 1 and 2

Mai Xie - Reception, Year 3 and 4

Ivy Liu – Year 4-7



Key Concept

Shopping

Key questions

- Where do we go for shopping?
- What is in my shop?
- What is the formal name of the official currency of China?
- How much does it cost?

Content (topics, knowledge, skills)

Reception

Reception will learn to count the numbers from 0 – 10 in Chinese. They will explore how the numbers are indicated in Chinese finger gestures to convey meaning for intercultural learning. Students will also learn to use numbers to express their age and to quantify people in their family.

Year 1-2

Students will review numbers in Chinese. They will get to know the differences between Chinese currency and Australian currency. Students will learn the basic shopping dialogues in Chinese and recognise the characters on Chinese currency.

Year 3-4

Year 3 students will learn to recognise and count numbers from 0-100 in Chinese. Year 4 students will focus on counting the numbers beyond 100. Students will get to explore how the numbers have been formed in Chinese characters and how to use the numbers in conversation, such as shopping, to express the value of money and the quantities of items. Students will practise their conversational skill through role playing with their peers in class.

Year 5-7

Students will learn how to express the amount of Chinese currency, be able to count Chinese notes, coins and write the total value in Chinese characters, how to ask for price and bargain in Chinese language. Students will learn how to count money to determine a given amount.

Content Description

Socialising

Exchange correspondence and create simple written material to plan future activities and events and contribute ideas

Informing

Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences

Systems of Language

Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement.

Creating

Create short written imaginative texts using simple characters and short sentences.

Achievement Standard

By the end of the term, students will:

- Listen to and engage with the rhythms and sound patterns in conversations with teachers and peers, mimicking and practising the tones.
- Learn to use gesture in communication to help convey meaning, for example, using Chinese finger gestures to show numbers.
- Recognise and copy high-frequency characters relating to family and number and notice the formation of characters and spacing.
- Participate in shared action, action related talk, contributing ideas.
- Find English equivalents of common expressions in Chinese and vice versa.
- Use intonation and stress to engage audiences and participants.
- Produce short informative and imaginative texts. Sentences include details of time, place, and participants.
- Explain the nature of tone-syllables, for example the role of tones in meaning making.