



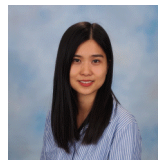
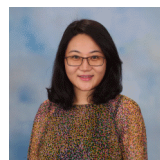
Chinese Term 4 Overview

Teachers:

Min Mu - Reception, Year 1 and 2

Mai Xie - Reception, Year 3 and 4

Ivy Liu – Year 4-7



Key Concept – Environment

- What do you want to be when you grow up?
- What’s in my classroom?
- What does my home look like?
- What is the environment?
- What is Earth Day?

Content (topics, knowledge, skills)

Reception

Students will learn about the school environment that they are surrounded by and discuss what they need in the classroom for learning. The key question for receptions is ‘What’s in my classroom?’ They will learn to identify the objects in the classroom in Chinese and discuss the importance of looking after the objects and learning environment at school.

Year 1-2

Students will learn and identify the profession of family members and state the occupation of family members. They will ask and respond to questions about what they would like to be when they grow up. Students will identify places where people work. Students will learn how to describe the careers of family members and express what career they want to pursue speaking in Chinese.

Year 3-4

Students will learn about the home environment that they live in and discuss what they need at home to make them feel safe and healthy. The key question is ‘What does my home look like?’ Students will describe their home environment in Chinese. They will design a house floor plan and learn to use noun and adjectives eg big / small to describe their houses in Chinese.

Year 5-7

Students will learn Chinese 24 solar terms, to distinguish environmental protection and they will have an opportunity to discuss the ways in which development affects the environment. They will learn some of the key nature features of China including landscapes, climate, vegetation and animals. This will encourage them to think about this in comparison to Australia.

Content Description

Socialising:

Interact with simple written texts in familiar contexts to contribute to class discussions.

Informing:

Locate factual information from sources and report this information to a known audience using learnt characters.

Creating:

Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action.

System of language:

Use nouns, adjectives and simple sentences to record observations.

The role of language and culture:

Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices.

Achievement Standard

By the end of the term, students will:

- Identify words in pinyin using contextual cues
- Match and label classroom objects in Chinese
- Create short written imaginative texts using simple characters and short sentences
- Use nouns, adjectives and simple sentences for record observations
- Access information from a range of print and digital resources and summarise key points in order to inform others and organize activities
- Explain the nature of tone-syllables, for example the role of tones in meaning making
- They describe and give information about themselves and their preferences, their environment, experiences and interests.