

Term 2 Chinese overview

Wellbeing - Key questions

- How are you feeling today?
- What emotion are you feeling the most today?
- What's your favorite sport?

Content (topics, knowledge, skills)

Reception

Students will learn to identify basic emotions in Chinese. They will also recognise key words and phrases, imitate language gestures and pronunciation, and use modeled language to communicate with others. Through collaboration, they respond to various forms of Chinese texts including conversations, songs, rhymes, and storybooks.

Year 1-2

Students will learn and identify basic feelings and emotions vocabulary in Chinese. They will expand their Chinese vocabulary and talk about their feelings and emotions in class. They will recognise different words are used in Chinese to describe themselves. Students will continue to learn vocabulary specific to numbers, body parts and health food. They will participate in class routines, structured conversations, and activities in Chinese.

Year 3-4

Students will explore and learn to identify basic emotions in Chinese, students immerse themselves in various language activities. They identify and replicate key words and phrases, refine language gestures and pronunciation, and engage in communication using modeled language. With guidance, they utilise Pinyin and tone marks for reading and writing, create informative and imaginative texts, and explore authentic Chinese materials.

Year 5 & 6

Students will learn the names of various sports in Chinese, including basketball, soccer, swimming, and table tennis etc. They will engage in interactive activities to practice pronouncing and writing the vocabulary associated with each sport. Through hands-on learning experiences, students will explore the cultural significance of sports in Chinese society. By the end of the term, students will be able to confidently discuss and describe different sports in Mandarin Chinese.

Content Description

- **Translating:** Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English.
- **Creating:** Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings.
- **Socialising:** Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones.
- **Reflecting:** Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges.

Achievement Standard

By the end of the term, students will:

- use cues to respond to questions and instructions and use simple formulaic use familiar words and modelled language to create text. 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
- use Chinese language to interact and share information related to the classroom and themselves
- use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢, 会) to express interest or ability
- identify how the relationships of participants and context affect interactions.



Teachers

Min Mu



Reception, Year 1 and 2



Chengsheng Sun



Reception, Year 3 and 4



Ivy Liu



Year 4 - 6

