

# Term 2 Chinese overview

**Key Concept:** About me

**Key questions**

- How are you?
- Who is this? What is this?
- What's your nationality?
- What are some common phrases used to describe how you travel to different places in Chinese?
- What cultural differences might you encounter when asking for directions in regions where Chinese is spoken?

**Reception and Year 1** students will explore the concept "About Me" by learning to greet others, introduce themselves, name family members, and identify body parts in Chinese. Reception students will focus on basic greetings, classroom instructions, and simple family words like “爸爸” and “妈妈” through songs and games. Year 1 students will extend this by expressing feelings and learning body part names through fun, interactive activities. They will begin to understand that every family is unique and that while we all look different, we have many things in common. The focus will be on building confidence and enjoying playfully learning Chinese.

**Year 2 and 3** students will learn to recognise and name symbols that represent China, Australia, and a few other major countries worldwide. They will become familiar with some well-known cities and landmarks in China and Australia. Students will learn about nationalities and how to identify different ones. They will use the Chinese language to have simple conversations about where they come from and their nationality. Students will also conduct basic research about China to gain a brief understanding of Chinese culture and history.

**Year 4** students will learn about various modes of transportation in Chinese. They will acquire vocabulary related to different types of transport, such as buses, trains, bicycles, and cars. Through engaging activities, students will practice discussing how they travel to various places and express preferences for certain modes of transport. They will also explore cultural aspects of transportation in regions where Chinese is spoken, gaining insights into how transportation influences daily life and travel experiences.

**Year 5 and 6** students will learn to express and understand directions and locations in Chinese throughout the term. They will acquire vocabulary related to cardinal directions and learn common phrases for describing locations and giving directions. Students will engage in interactive activities to practice asking for and providing directions, which will enhance their conversational skills. Additionally, they will explore cultural aspects of navigation in regions where Chinese is used, gaining a comprehensive understanding of how language and culture intersect in everyday situations.

**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:

- engage in basic spoken Chinese interactions, including greetings, introductions, and expressing feelings (eg, 你好, 我叫\_\_\_).
- follow familiar classroom instructions (eg, 坐下) through actions and gestures.
- begin recognising Pinyin and Chinese characters (eg, 爸爸, 妈妈) with an understanding of tones and stroke-based writing.
- applying knowledge of features of texts to help locate key information, for example, using questions asked in an interview as a cue to obtaining key points of information in the response, for example, if you ask the question ‘你是哪国人?’, the response can be ‘我是中国人’.
- identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters.
- use Pinyin to transcribe spoken language.

Teachers

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Reception, Year 1 and 2



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Reception, Year 3 and 4



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Year 4 - 6

