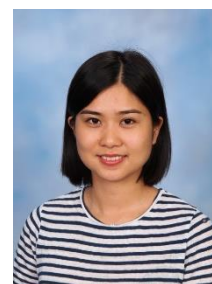


Year Level: Reception

Chinese Teacher: Mai Xie



KEY CONCEPT	COMPONENTS
All about me Body	<b>CULTURE</b> <ul style="list-style-type: none"><li>• Show students to respect the diversity of Australian culture.</li><li>• Identify the similarities and differences between Australian and Chinese.</li><li>• Provide students with examples of the many ways identities and culture are recognised and expressed.</li></ul>
	<b>CONNECTION</b> <ul style="list-style-type: none"><li>• Help students to develop a strong sense of who they are and express themselves through Chinese language.</li></ul>
	<b>LANGUAGE</b> <ul style="list-style-type: none"><li>• Identity and label the body parts in Chinese from a provided list of characters (e.g. yǎn jīng , bí zǐ , zuǐ bā , tóu fā etc.)</li><li>• Chinese songs : tóu jiān bǎng xī jiǎo zhǐ ; pai pai shou etc.</li><li>• Use modelled sentences to express oneself : zhè shì wǒ de...(This is my ...)</li></ul>
<b>ACHIEVEMENT STANDARD:</b> <ul style="list-style-type: none"><li>• Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese.</li><li>• Copying or tracing characters with attention to stroke order and direction.</li><li>• Identify the way languages are used to tell them about peoples, traditions, cultures and places.</li><li>• Identify that Chinese sentences have a particular word order (e.g. zhè shì wǒ de ...).</li></ul>	