



Key Concept: Wellbeing

Key questions

- What's in the box?
- What are the healthy fruits in my lunchbox?
- Why is it important to think about possible job now?
- How do I get around?
- What is it we celebrate? How and why?
- Do we all celebrate the same way?

Content (topics, knowledge, skills)

Reception

Students will learn and identify the objects in the classroom. They will be asked simple questions using real objects, cards and games: guessing game 'What's in the box?' with the selection of familiar objects that have already been taught in class.

Year 1

Students will explore the story of "The Very Hungry Caterpillar"; learn the days of the week and healthy fruits in Chinese. They will perform the role play in groups by using puppets and props to enhance the impact of the performance. They will learn to describe and write what healthy fruits they have eaten during the week.

Year 2

Students will learn how to describe the jobs of family members and express what career they want to pursue. Students will identify jobs of family members and friends and their future occupational choices. They will identify places where people work. Students will learn to express their future occupational choice and give reasons for their choice.

Year 3-4

Students will explore the topic of transportation in Chinese. The focus question will be about 'How do I get around' which will allow students to discuss how they will travel around places such as school and city with different transport. Students will be taught to follow the model sentences to express their opinions and preferences of their travelling experience in Chinese.

Year 5-7

Students will learn how Chinese celebrate when they have happy events and memorable days. They will learn the Chinese traditions and customs in celebrations as well as the differences between Chinese celebration and foreign celebrations, they will use Chinese celebratory expressions to create a greeting card. Students will learn how to say simple four characters saying, such as *ju guo tong qin*, *gong xiang sheng shi*, etc., and analyze the characters such as, e.g. 庆典, 节日.

Content Description

Socialising: Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones.

Informing: Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words

Creating: Create written imaginative texts, describe characters and sequencing events; use scaffolded models of texts, learnt characters or word lists for support

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

Language variation and change: Recognise that Chinese is spoken by communities in many countries

Achievement Standard

By the end of the term, students will:

- match and label classroom objects in Chinese
- match characters to the meanings and sounds of familiar words such as family members (爸爸 dad, 妈妈 mum) recognise that Chinese is a major community language in Australia.
- exploring the concept of 'word' in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up 'words' such as 红色的苹果 (red apple)
- Create own bilingual texts such as signs, displays and posters.
- explain the nature of tone, syllables, for example the role of tones in meaning making
- recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language.
- identify how the relationships of participants and context affect interactions
- use prepositions and possessive clauses, including 的