

MAGILL
SCHOOL

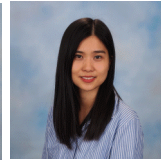
Chinese Term 2 Overview

Teachers:

Min Mu - Reception, Year 1 and 2

Mai Xie - Reception, Year 3 and 4

Ivy Liu – Year 4-6



Key Concept

Clothing

Key questions

- What clothes do you like to wear?
- How to talk about colours in Chinese?
- What is your favourite colour?

Content (topics, knowledge, skills)

Reception-Year 2

Students will continue to learn to greet others with confidence and reply to simple questions in Chinese. They will understand and use Chinese numbers both spoken and characters. Students will learn to read characters and say colours in Chinese. Students will identify the colours of their school uniform and design their own school uniform. Students can start conversations by talking about their favourite colour with peers and expressed likes and dislikes for certain colours in Chinese.

Year 3-4

Students will learn the story of 'Brown Bear, Brown Bear, What Do You See?' in Chinese and understand how adjective (e.g. colour and size) and measure words are used to describe the animals. They will also learn to describe what clothes people are wearing with the adjective they have learned. They will explore and recognise the traditional Chinese clothes (e.g. Hanfu and Qipao) and understand that traditional clothes play an important role in Chinese culture especially on special occasions such as Chinese New Year and weddings.

Year 5-6

Students will learn to say different pieces of clothing, recognize different verb-noun collocations and to describe what people wear using familiar sentence structures. They will learn the characters and Pinyin form for clothing for a variety of occasions. Students will be able to learn the language related to different Chinese dynasties, while learning about the traditional Chinese clothes.

Content Description

Socialising

Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms

Creating

Create short imaginative written texts using images and copied characters

Translating

Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English

Language variation and change

Understand that Chinese is characterised by diversity in spoken and written forms

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:

- use nouns, adjectives and simple sentences to record observations.
- differentiate between the Pinyin and characters associated with familiar objects in their immediate environment
- recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking.
- create short stories to entertain peers writing in simple characters or short sentences.
- use Pinyin to transcribe spoken language
- recognise and describe features of Chinese culture reflected in communication practices and apply this knowledge to their own interactions with Chinese people.