

# Term 3 Chinese overview

## Key Concept:

- Community

## Key Questions:

- How can we follow instructions in Chinese during classroom routines?
- What do we learn at school?
- How can we describe our location in the school using Chinese phrases?
- What places do we visit in our local community, and how do we name them in Chinese?

## Content (topics, knowledge and skills)

### Reception and Year 1

Students will explore their immediate school environment by learning the names of familiar objects, places, and people—such as tables, chairs, classrooms, playgrounds, teachers, and friends. They will follow simple instructions and use basic sentence patterns to describe their surroundings. Through songs, games, and interactive activities, students will reinforce key vocabulary and classroom routines in a fun and meaningful way. These experiences help young learners make connections between language and daily school life while also beginning to develop an awareness of cultural differences in school settings.

### Years 2 and 3

Students will continue to build their confidence in speaking Chinese by greeting others and responding to simple questions. They will share their school experiences, including topics such as school subjects, supplies, facilities, and the people who help them learn. Students will also practise everyday conversations commonly used in the classroom and around the school. As part of their learning, they will compare school life in China with that in Australia, gaining insight into similarities and differences. Additionally, students will explore Australia's diverse communities and reflect on the importance of respecting and understanding different cultures and traditions.

### Year 4

Students will learn to describe their local community by exploring common places such as shops, the library, and the park. They will use simple sentence structures to express where they are going, practising phrases through role-play, games, and interactive activities. Students will compare features of Australian communities with those in Chinese-speaking countries, gaining insight into cultural practices, public spaces, and daily life.

### Years 5 and 6

Students will explore the theme of professions in Chinese, building vocabulary and developing sentence construction skills. Through engaging activities such as role-plays, matching games, and pronunciation practice, they will deepen their understanding and use of key terms. As they learn to identify and describe various occupations, students will also practise expressing their aspirations and discussing family members' jobs using structured sentence patterns. The unit will conclude with student presentations, where they will confidently share their dream careers and the reasons behind their choices—connecting language learning to real-world contexts and personal identity.

## Content Description

### Socialising:

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

### Translating:

- Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English  
Language variation and change – Examine how language is used to clarify roles and relationships between participants in interactions

### Creating:

- Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts

### By the end of the term, students will:

- respond to and give information about everyday school experiences.
- recognise cultural differences in school settings.
- Interact in short conversations using learnt sentence patterns.
- Use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability; they negate with 不 or 没.
- use simple connectives such as 和 and conjunctions to connect ideas.

Teachers

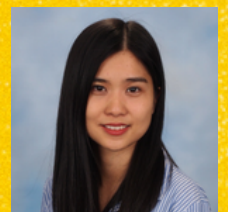
Min Mu



Reception, Year 1 and 2



Mai Xie



Reception, Year 3 and 4



Ivy Liu



Year 4 - 6

