

Chinese - Term 3 Overview

2026

Key Questions

- How can I use Chinese to buy something and talk to a shopkeeper?
- What is your favourite fruit to buy at the market, and how do you say it in Chinese?
- How can we use Chinese to communicate when shopping and make thoughtful choices for others?
- How is Chinese money different from Australian money?

Content (Topics, Knowledge and Skills)

Reception

Students will identify immediate family members and primary colours in Chinese. They will use this vocabulary to talk about their family and create a colourful family portrait. Students will compare how family members are addressed respectfully in Chinese and Australian cultures while recognising that Chinese uses characters and pinyin.

Years 1–2

Students will use simple spoken phrases, gestures and role-play to buy and sell everyday items while learning about Chinese currency and shopping etiquette. They will understand familiar words, short sentences and visual texts related to numbers, colours and food, and recognise that Chinese uses pinyin, tones and characters rather than an alphabet.

Years 3–4

Students will apply previously learned vocabulary about fruit, vegetables, meat, family members and numbers in shopping contexts. They will ask and answer questions about prices and quantities through role-play, while making connections between Chinese and English and applying familiar language patterns in new situations.

Years 5–6

Students will learn vocabulary and language structures used in shops, markets and supermarkets. They will ask and answer questions about products, prices, quantities and preferences through customer and shopkeeper role-plays. Students will compare shopping practices in China and Australia, including bargaining, markets and Chinese currency, and reflect on how language and culture influence everyday life.

Interrelationship of Language and Culture

Recognise that language reflects cultural practices, values and identity, influencing both verbal and non-verbal communication.

Identity and Belonging

Describe how they contribute to their communities and develop a sense of belonging.

Language Systems

Identify and use characters, sentence structures and writing features to compose and respond to familiar and some unfamiliar texts and contexts.

Learning Standard

By the end of the term, students will:

- use Chinese to interact and share information about shopping and themselves.
- use familiar language patterns to ask and answer questions about prices, quantities and food choices in shopping contexts.
- recognise that language reflects cultural practices and values, influencing communication.
- demonstrate empathy by showing interest in different languages, cultures and ways of communicating.



Min Mu

Reception to Year 2



Mai Xie

Reception to Year 2



Ivy Liu

Year 4 to Year 6

