

# Chinese - Term 2 Overview

**Key Concept:** Health

## Key Questions

- What can we do to stay healthy?
- Why is healthy eating and exercise important?
- What foods are healthy?
- How do people in China stay active and what sports are popular there?

Content (Topics, Knowledge and Skills)

**Reception** Students will develop Chinese language skills and cultural understanding by learning body parts, actions, and counting in Chinese. Through songs, games, stories, and interactive activities, they will learn simple words used to describe themselves and others.

**Years 1-2** Students will learn and understand spoken and written Chinese related to health. They will build vocabulary about fruit, sports, and healthy foods. Students will take part in class routines, conversations, and activities in Chinese, and share information about foods they like and dislike using pinyin or Chinese characters.

**Years 3-4** Students will explore healthy eating by learning vocabulary related to foods such as fruits, vegetables, and proteins. They will develop speaking and listening skills to express likes and dislikes and identify healthy and unhealthy foods. Through interactive activities, students will ask and answer simple questions and make connections between language and everyday life.

**Years 5-6** Students will explore health through sports and physical activity. They will learn vocabulary and simple phrases related to sports, exercise, and preferences. Students will practise speaking, listening, reading, and writing about sports and healthy lifestyles through role plays, group activities, and short presentations. They will also learn about Chinese sporting culture.

## Content Descriptions

**Socialising** Students will participate in class routines, conversations, and activities using modelled language, actions, pictures, and prompts.

**Informing** Students will gather and share information about people, places, and events using spoken, written, and visual texts.

**Translating** Students will identify Chinese words and phrases that are similar to familiar English words and expressions.

**Language Variation and Change** Students will recognise that Chinese is an important community language in Australia.

## Achievement Standard

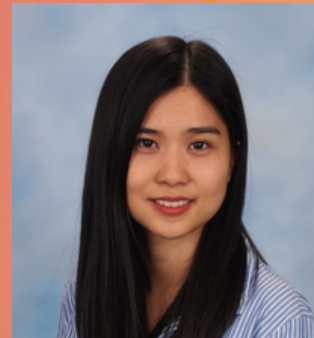
By the end of the term, students will:

- participate in guided classroom interactions about familiar topics such as food and preferences
- use simple language to ask and answer questions and express likes and dislikes
- translate familiar words and everyday expressions
- recognise features of Chinese culture in communication
- understand that language and culture influence how people communicate

2026



Min Mu  
Reception to Year 2



Mai Xie  
Reception to Year 2



Ivy Liu  
Year 4 to Year 6



# Physical Education - Term 2 Overview

## The Physical Education program aims to:

- help students develop movement skills and learn through movement
- provide opportunities to work safely and positively with others
- encourage teamwork, sportsmanship, friendship, and positive attitudes
- support students to enjoy sport and physical activity both at school and in the community

Students from Reception to Year 6 participate in one PE lesson each week. The program focuses on:

- fundamental movement skills and active play
- teamwork and group activities
- personal, social, and community skills
- safe and active participation

## Reception – Year 3

Term 2 is divided into three sports units.

- **Unit 1: AFL (4 weeks)** - Students will learn skills such as handballing, bouncing, marking, and kicking through fun games and activities. They will also practise running, dodging, balance, and coordination. Sessions are supported by AFL/SANFL specialists through the Auskick and Superkick programs.
- **Unit 2: Soccer (3 weeks)** - Students will develop skills including kicking, dribbling, passing, goal keeping, and throw-ins through team games and activities. Focus areas include coordination, balance, and movement.
- **Unit 3: Netball (3 weeks)** - Students will practise throwing, passing, catching, bounce passing, and shooting. Activities will also develop running, jumping, balance, and teamwork skills.

## Learning Progress

Term 1 focused on teamwork, positive class behaviour, and basketball skills. Term 2 introduces students to new sports and movement skills while building confidence and participation.

## Years 4–6

During the first four weeks of Term 2, students will participate in the AFL/SANFL Superkick program. They will learn handballing, kicking, and marking through games and team activities that also build teamwork and social skills.

From Weeks 5–10, students will focus on Volleyball as part of the net and wall sports unit. Students will learn basic Volleyball skills, rules, scoring, and game play before participating in matches with their peers. They will also practise umpiring skills.

At the end of the term, students will complete a Volleyball assessment and quiz to demonstrate their understanding of the skills and rules covered during the unit.



Andy Read  
Years 4, 5 and 6



James Hancock  
Reception to Year 3



# Performing Arts Overview Term 2

## Reception – Music, Dance, Drama and Media Arts

### Themes

- Songs and movement activities will explore themes including Places, Autumn, Winter, Colours, Animals and Imaginative Characters.

### Reception to Year 6 Music

- Reinforcing musical concepts including beat, rhythm and pitch
- Exploring tempo through fast and slow songs and musical activities
- Developing in-tune singing skills through songs and musical games
- Playing a variety of tuned and untuned percussion instruments, including claves, shakers, xylophones, bucket drums, chime bars and desk bells

### Reception to Year 6 Drama and Media Arts

- Creating role plays to explore voice, movement, body language and facial expressions to develop character roles
- Participating in mime and improvisation activities
- Performing Readers Theatre
- Writing and presenting radio play scripts
- Playing drama games to develop concentration and focus skills

### Reception to Year 6 Dance

- Exploring dance elements through music and movement activities
- Developing choreography skills through creative movement experiences
- Exploring space by moving at low, medium and high levels
- Practising locomotor movements including forwards, backwards and sideways directions
- Exploring non-locomotor movements such as bending, stretching, twisting, turning and growing
- Creating and performing group choreography for peers



2026



Georgea Champion  
**Reception to Year 1**

Music, Dance

**Year 2 to Year 3**

Music, Dance and Drama



Milda Fahey

**Reception to Year 1**  
Drama and Media Arts

**Year 4 to Year 6**

Music, Dance and Drama