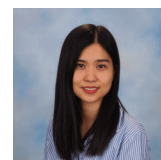


Reception-Year 7 Chinese Overview 2020



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Key Concept: Community Key questions

- Who is in my community?
- Why do we need to have animals in our community?
- Where do you want to go around school?
- Why traditional costume is important to us?
- Where does our food come from?
- What is in your garden?

Content Description

Socialising

2.1 Interact with teachers and peers to participate in class routines, structured conversations and activities using modelled Chinese tones, syllables and rhythms.

Informing

2.4 Practise learned characters related to everyday situations, personal interests and topics taught at school.

Creating

4.5 Perform familiar, simple songs, poems and stories using voice, rhythm, and appropriate gesture and action.

System of the language

4.10 Recognise the tone-syllable nature of spoken language and compare Chinese and English sounds.

Language variation and change

4.15 know that Chinese is spoken by communities in many countries.

Content (topics, knowledge, skills)

Reception

Students will learn how to greet people in Chinese with appropriate social manners and to be familiar with routine in Chinese. Students will explore the question 'Who is in my community?'

Year 1

Students will explore the story of Chinese Zodiac and discuss the cultural significance in Chinese community and learn how to express their likes/dislikes in Chinese language.

Year 2:

Students will work on language content pertaining to the world of school, expressing some of the objects in class, some of the places they go around in school and what they do there. They will understand that language serves a function to help us fulfill the responsibilities in our community.

Year 3 and 4

Students will learn and discuss the traditional costume in our community and compared the same and the difference with the Chinese costume. They will focus on the question: why traditional costume is important to us?

Year 5-7

Students will focus on how "we" contribute to our community, and how Chinese migrants contribute to our community with particular emphasis on the role of market gardens and growing fresh fruits and vegetables.

Achievement Standard

By the end of the term students will:

- Participate in class routines, structured conversations and activities by using teacher-modelled tones and rhythms.
- Sharing information about one's zodiac animal sign in Chinese and discussing in English the cultural significance of such information, for example, 我属龙。
- Identify ways the traditions, celebrations, and foods of Chinese communities relate to the languages place of origin.
- Use appropriate pronunciation, tone, gesture and movement and some formulaic expressions.
- Describe and give information about themselves and their preferences, their environment and experiences.
- Recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community.