Chinese language Term 3 Overview

Reception and Year 1

Achievement Standards:

- Participate in class routines, structured conversations and activities using teacher – modelled tones and rhythms
- Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings
- Create short imaginative written texts using images and copied characters
- Engage with familiar text types to predict meaning
- Identify the features of formal language used in familiar contexts
- Describe how people use different languages to communicate and participate in cultural experiences

MAIN TOPICS: Body parts, Chinese folktales and nursery rhymes, Olympics, Mid-Autumn Festival, weather, seasons, sports and animals.

Year 2 and 3

Achievement Standards:

- Students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preference
- Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones
- Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese
- Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action


**Year 4 and 5**

Achievement Standards:

- Use familiar words in Pinyin, or presented in characters in texts
- Use spoken and written Chinese to initiate and maintain interactions
- Use simple questions and seek clarification (Can you speak Chinese? How is your holiday? Etc.)
- Use simple connectives 和 (and) and conjunctions to connect ideas.
- Recognise familiar word order in Chinese sentences
- Identify features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing

MAIN TOPICS: Chinese conversation (role play), Olympic program (making bilingual posters), structure of Chinese characters, Mid-Autumn festival (artwork), etc.

**Year 6 and 7**

Achievement Standards:

- Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning
- Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges
• Initiate interactions with peers and known adults to plan and organise social activities

MAIN TOPICS: spoken practice, culture study (Mid- Autumn Festival), Chinese strokes, and Chinese pinyin practice