

Chinese Curriculum 2018

Year Level	Term 1	Term 2	Term 3	Term 4
Foundation	<p><b>Topic: Basic Greetings &amp; Numbers 1-10</b>                      LI: By the end of Term 1, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of 'China' and 'Chinese language'</li> <li>Communicate with basic greetings such as 'hello', 'how are you' and 'good-bye'</li> <li>Count numbers 1-10</li> <li>write numbers 1-10</li> <li>Sing a Chinese song '1-7, where is my friend'</li> </ul> <p><u>Language focus:</u>                      你好, 你好吗?                      我很好, 谢谢!                      再见                      我叫...</p> <p>数字 1-10</p> <p><u>Chinese Song:</u>                      我的朋友在哪里?</p>	<p><b>Topic :Family</b>                      LI: By the end of Term 2, students will be able to:</p> <ul style="list-style-type: none"> <li>Say/ read the family word in pinyin</li> <li>Respond to the teacher's questions 'where is my mum/dad/brother/sister...'</li> <li>Perform Chinese poem</li> <li>Know how to ask going to toilet and drinking water in Chinese</li> </ul> <p><u>Language focus:</u>                      家, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 爷爷, 奶奶</p> <p><u>Chinese Poem:</u>                      我爱我的爸爸                      我爱我的妈妈                      我爱我的哥哥                      我爱我的姐姐                      我爱我的弟弟                      我爱我的妹妹                      我爱我的家</p>	<p><b>Topic: Colours</b>                      LI: By the end of Term 3, students will be able to:</p> <ul style="list-style-type: none"> <li>Say the colour words</li> <li>Understand the meaning of Chinese colour words by listening to the teacher and pointing the colours</li> <li>Respond to questions like 'where is red/green..?' and 'what is this colour?'</li> <li>Say 'I love ... colour' in Chinese</li> </ul> <p><u>Language focus:</u>                      颜色, 红色, 绿色, 蓝色, 黄色, 紫色, 橙色, 粉色, 黑色, 白色, 彩虹色</p> <p><u>Chinese Song:</u>                      颜色歌 colour song</p>	<p><b>Topic: Body Parts</b>                      LI: By the end of Term 4, students will be able to:</p> <ul style="list-style-type: none"> <li>Say all of the body parts words</li> <li>Perform 'head, shoulders, knees and toes'</li> <li>Respond to the teachers' question &amp; point to the body parts</li> <li>label the body parts</li> <li>perform 'da xiong mao' rhyme</li> </ul> <p><u>language focus:</u>                      头, 头发, 眼睛, 鼻子, 眉毛, 耳朵, 嘴巴, 肩膀, 膝盖, 肚子, 腿, 脚, 尾巴, 屁股</p> <p><u>Chinese Song:</u>                      Face song                      Head shoulders knees and toes</p>

	<p><u>Assessment:</u> Count numbers 1-10</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听</p>	<p><u>Assessment:</u> Family Poster</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里</p>	<p><u>Assessment:</u> Teacher points and students say the colour in Chinese</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 在哪里, 不可以 (说话), 坐一个圈</p>	<p><u>Chinese Poem:</u> 大熊猫 (Giant Panda)</p> <p><u>Assessment:</u> Teacher points and students say the body parts in Chinese</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里</p> <p><u>Culture:</u> Giant Pandas</p>
<p><b>Year 1-2</b> Prior Knowledge</p> <ul style="list-style-type: none"> <li>• <i>Basic Greetings</i></li> <li>• <i>Numbers</i></li> <li>• <i>Family</i></li> <li>• <i>Colours</i></li> <li>• <i>Body Parts</i></li> <li>• <i>Basic class instruction</i></li> </ul> <p>Language ability</p> <ul style="list-style-type: none"> <li>• <i>Say/read basic words</i></li> <li>• <i>Understand Chinese language contains 'pinyin' &amp; 'hanzi'</i></li> </ul>	<p><b>Topic: Number &amp; Measure Word '个'</b></p> <p>LI: By the end of Term 1, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the story book of 'piggy likes balloons'</li> <li>• Understand the basic sentence structure 'I have 我有...'</li> <li>• Understand the expressions of 'like 喜欢'</li> </ul>	<p><b>Topic : Animals + describing words</b></p> <p>LI: By the end of Term 2, students will be able to:</p> <ul style="list-style-type: none"> <li>• Say and read the basic animal games</li> <li>• Make the noise that animals make in Chinese</li> <li>• Sing/perform the animal song "who are you? "</li> <li>• Understand the pronouns of 'you, me, he, she' in Chinese grammatical concept</li> </ul>	<p><b>Topic: Colours + Objects</b></p> <p>LI: By the end of Term 3, students will be able to:</p> <ul style="list-style-type: none"> <li>• Reinforce colours</li> <li>• Say/read the vocabulary of basic objects</li> <li>• understand the story of 'colourful earth'</li> <li>• express what colours they like/love (reinforcement)</li> </ul>	<p><b>Body Parts: Good Friends</b></p> <p>LI: by the end of Term 4, students will be able to:</p> <ul style="list-style-type: none"> <li>• Reinforce 'body parts' vocab</li> <li>• Say/ read new words</li> <li>• Understand the sentence structure of 'my + body parts'</li> <li>• Apply the structure to construct</li> </ul>

<ul style="list-style-type: none"> <li>• Understand / respond to basic instructions</li> <li>• Produce very simple sentences/phrases</li> </ul> <p>Culture understanding: Chinese animal: Giant Panda</p>	<ul style="list-style-type: none"> <li>• Say the key sentences with guided structure</li> <li>• Understand the measure word 'ge'</li> <li>• Retell the story by using prompts</li> </ul> <p><u>Language focus:</u> Vocab: 小猪/气球/喜欢 Numbers 1-10 reinforcement Verb: 有... Sentence Structure: 我有 number + 个+ 气球。 给你</p> <p>Other nouns: 苹果/男孩/女孩</p> <p><u>Assessment:</u> Retell the whole story (by using prompts)</p> <p><u>Language Creation:</u> Picture Story: Number + 个</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个</p>	<ul style="list-style-type: none"> <li>• Construct the sentences 'who are you' 'I am ...' in real context</li> <li>• Apply the grammar knowledge pronouns 'you, me, he, she' in constructing sentences such as ' he is.../ she is.../ you are.../ I am ...'</li> <li>• Understand the pronoun of 'it' and how to use the term to refer to 'animals'</li> <li>• Learn 4 basic describing words to describe people/animals</li> </ul> <p><u>Language focus:</u> Vocab: 牛/羊/狗/猫/兔子/老鼠/青蛙/鸡/鸭子/鸟/是/谁</p> <p>Sentences: Animal + describing words Pronouns + describing words 猫很可爱 我很可爱 它很调皮</p> <p><u>Assessment:</u> Flashcards: point &amp; say (peer assessment) Retelling animal story</p>	<ul style="list-style-type: none"> <li>• understand the sentence structure of colour + de + object</li> <li>• apply the sentence 'kan' structure to construct sentences</li> <li>• understand how to use 'and' in Chinese to connect two words</li> </ul> <p><u>Language focus:</u> Vocab: 看/ 苹果/黄瓜/大海/香蕉/猫/北极熊/熊猫/斑马和</p> <p>Sentences: 看! Colour de + object 蓝色的大海 白色和黑色的斑马</p> <p><u>Assessment:</u> Point and say (colour + object) Retell the story by song performance or speaking with actions</p> <p><u>Project:</u></p>	<p>different sentence e.g. ' his nose/her mouth/ Jack's hair'</p> <ul style="list-style-type: none"> <li>• Understand the possessive particle 'de ' in sentence settings</li> </ul> <p><u>Language focus:</u> Vocab: 好朋友/和/是/的/头/嘴/鼻子/眼睛/耳朵/脖子/肚子/手/脚/屁股/头发/尾巴</p> <p>Sentences: Someone + de + body parts</p> <p><u>Assessment:</u> Point and say 'my + body parts' Point and say 'animal + de + body parts'</p> <p><u>Project:</u> Retell the story (speaking + action) Creating a picture story</p>
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	圈, 请举手	<p><u>Project:</u> Missing pet (animal) poster</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 不可以调皮, 很乖, 123 坐坐好, 坐一个圈, 请举手, 说中文, 不说英文</p>	<p>Rewrite the story by creating picture story</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 不可以调皮, 很乖, 123 坐坐好, 坐一个圈, 请举手, 说中文, 不说英文</p>	<p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 不可以调皮, 很乖, 123 坐坐好, 坐一个圈, 请举手, 说中文, 不说英文</p>
<p>Year 3-4</p> <p>Prior Knowledge</p> <ul style="list-style-type: none"> <li>• <i>Basic Greetings</i></li> <li>• <i>Numbers</i></li> <li>• <i>Family</i></li> <li>• <i>Colours</i></li> <li>• <i>Body Parts</i></li> <li>• <i>Grammar</i> <ul style="list-style-type: none"> <li>✓ <i>Possessive particle de</i></li> <li>✓ <i>Measure word ge</i></li> </ul> </li> <li>• <i>Basic class instruction</i></li> </ul> <p>Language ability:</p> <ul style="list-style-type: none"> <li>• <i>Produce basic sentences with verbs 'have/has' 'is, am, are'</i></li> <li>• <i>Using describing words</i></li> <li>• <i>Using colour to</i></li> </ul>	<p><b>Topic: Green Big Monster</b></p> <p>LI: By the end of Term 1, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the simplified story of 'go away, big green monster'</li> <li>• Reinforce the basic sentence structure 'someone have ...'</li> <li>• Understand measure words 'zhi' &amp; 'ge'</li> <li>• Understand the sentence structure of 'someone has + colour + big/small + body parts'</li> <li>• Describe someone's appearance</li> <li>• Write 'big' and</li> </ul>	<p><b>Topic: Chinese pinyin &amp; Hanzi</b></p> <p>LI: By the end of Term 2, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic concept of Chinese pinyin</li> <li>• Understand Chinese phonics &amp; how to pronounce them</li> <li>• Understand the basic concept of Chinese hanzi</li> <li>• Understand the concept of radicals, hanzi strokes and structures</li> <li>• Apply their knowledge by creating a poster of selected hanzi (pictographic hanzi)</li> </ul> <p><u>Language focus:</u></p>	<p><b>Topic: Fruits (The Greedy Little Bird)</b></p> <p>LI: By the end of Term 3, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand /say/ read the fruit vocab</li> <li>• Understand the sentence structure 'fruit + yummy' and 'fruit + really yummy'</li> <li>• Apply the sentence structure to construct sentences</li> <li>• Understand the picture story of 'the greedy little bird'</li> <li>• EXTENTION:</li> </ul>	<p><b>Topic : My birthday Party</b></p> <p>LI: By the end of Term 4, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand/ say/ read the birthday party item vocab</li> <li>• Understand the sentence '... is ready'</li> <li>• Apply the sentence structure above in real language setting</li> <li>• Understand the sequential order of Chinese months and the structure of</li> </ul>

<p><i>describe an object</i></p> <ul style="list-style-type: none"> <li>• <i>Understand basic instructions</i></li> <li>• <i>Respond to basic instructions</i></li> </ul> <p><i>Culture understanding:</i> <i>Chinese animal: Giant Panda</i></p>	<p>‘small’ in Chinese hanzi</p> <p><u>Language focus:</u> Vocab: body parts Verb: 有 Measure words: 只/个 Number: 1-10 / 两 Numbers 10- 100</p> <p>Sentence: Someone + number + measure + colour de + big/small/ body parts</p> <p><u>Assessment:</u> Creating a picture story ‘My monster ‘</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手/ 说中文/不说英文/ 跟我说/写下来</p>	<p>Chinese pinyin (alphabets, constants, vowels &amp; combination) Chinese tones Chinese hanzi (山, 水, 日, 月, 田, 水, 雨, 火, 木, 人) Chinese radicals 女, 山, 日, 人</p> <p><u>Assessment:</u> Creating a poster of selected hanzi</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文/ 不说英文/ 跟我说/写下来</p>	<p>read/perform ‘ the very hungry caterpillar’ (Monday – Friday)</p> <p><u>Language focus:</u> 苹果/草莓/西瓜/香蕉/葡萄/樱桃/桃子/吃/水果</p> <p>Grammar: 吃了 了: past tense particle</p> <p>Radical: grass particle <u>Assessment:</u> Point / say the fruit vocab Read / preform the picture story</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文 / 不说英文/跟我说/写下来</p>	<p>Chinese date</p> <ul style="list-style-type: none"> <li>• Tell each other when my birth day is</li> </ul> <p><u>Language focus:</u> 生日会/生日/生日蛋糕/生日礼物/ 生日蜡烛/生日快乐</p> <p>12 months in Chinese Date</p> <p>Grammar: ... 准备好了! Pronouns: 你/我/他/她 Plural: 你们/我们/他们/他们 Possessive particle: 的 你的/我的/她的/他的</p> <p><u>Assessment:</u> Birthday Party Poster</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文/ 不说英文/跟</p>
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				我说/写下来
<p>Year 5-6</p> <p>Prior Knowledge</p> <ul style="list-style-type: none"> <li>• <i>Basic Greetings</i></li> <li>• <i>Numbers 1-100</i></li> <li>• <i>Family</i></li> <li>• <i>Colours</i></li> <li>• <i>Body Parts</i></li> <li>• <i>Fruits</i></li> <li>• <i>Birthday</i></li> <li>• <i>Date/ month/week</i></li> <li>• <i>Grammar</i></li> <li>✓ <i>Possessive particle de</i></li> <li>✓ <i>Measure word ge and zhi</i></li> <li>✓ <i>Past tense particle le</i></li> <li>✓ <i>Pronouns &amp; plural form</i></li> </ul> <p>Language ability:</p> <ul style="list-style-type: none"> <li>• <i>Produce basic sentences with verbs 'have/has' 'is, am, are'</i></li> <li>• <i>Using describing words</i></li> <li>• <i>Using colour to describe an object</i></li> <li>• <i>Understand basic instructions</i></li> <li>• <i>Talk about my birthday</i></li> </ul>	<p><b>Topic : Clothes</b></p> <p>LI: By the end of Term 1, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand/ say/ read clothes vocab</li> <li>• Understand the sentence 'this is my + clothes item'</li> <li>• Understand the grammatical words: 'this/these' and 'that/those'</li> <li>• Understand the structure of 'these are clothes item'</li> <li>• Apply the sentence structure above in real language setting</li> <li>• Understand the grammatical words: 'which' and 'ge'</li> <li>• Ask and respond to the questions of 'which one you like'</li> <li>• Ask and respond to the question of 'whose +item+ this is?'</li> </ul>	<p><b>Topic: China Culture Unit</b></p> <p>LI: By the end of Term 2, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand modern Chinese life style</li> <li>• Chinese food/ leisure activity</li> <li>• Understand/ say/ write basic verbs</li> <li>• Understand the structure of 'verb + object to form an activity phrase'</li> <li>• Apply the sentence structure above in real language setting</li> </ul> <p><u>Language focus:</u></p> <p>Vocab:</p> <p>说/汉语/写/汉字/用/筷子/吃/饺子/打/太极拳/打乒乓球/会/弹琴/剪纸</p> <p>中国国旗/人民币/包子/茶/乒乓球</p> <p>这是...</p> <p>Grammar:</p> <p>Verb + object to form an activity phrase</p>	<p><b>Topic: 妮妮的早晨 (Ni ni's morning)</b></p> <p>LI: By the end of Term 3, students will be able to:</p> <ul style="list-style-type: none"> <li>• Read a picture story and figure out the meaning of new words through context</li> <li>• Read the story to each other / to the teacher</li> <li>• Say/read/write basic vocabulary</li> <li>• Reinforce some of the 'clothes' vocab</li> </ul> <p><u>Language focus:</u></p> <p>Vocab:</p> <p>早晨/ 起床/ 也/ 穿/ 刷/ 想 / 吃/ 牙/ 脸/ 早餐/ 早上好 / 去 / 上学 /</p> <p>Grammar:</p> <p>了: auxiliary word 啦: auxiliary word</p> <p>起床了 上学啦!</p>	<p><b>Topic: Leisure activity 美好的一天</b></p> <p>LI: By the end of Term 3, students will be able to:</p> <ul style="list-style-type: none"> <li>• Read a picture story and figure out the meaning of new words through context</li> <li>• Read the story to each other / to the teacher</li> <li>• Say/read/write basic vocabulary</li> <li>• Reinforce some of the 'clothes' vocab</li> </ul> <p><u>Language focus:</u></p> <p>Vocab:</p> <p>Action:</p> <p>画/喝/看/吃/聊天/跳舞/做</p> <p>Nouns: 水/水果/饭/书/电视/</p> <p>Location &amp; preposition :</p> <p>厨房 / 在 / 哪里</p> <p>Grammar:</p>

<ul style="list-style-type: none"> <li>Respond to basic instructions</li> </ul> <p>Culture understanding:</p> <p>Chinese language system</p> <p>Chinese birthday customs</p>	<p><u>Language focus:</u></p> <p>风/衣服/帽子/毛衣/裙子/袜子/围巾/上衣/裤子/谁/哪个/鞋/帽子/T 恤</p> <p><u>Grammar:</u> 这/这个/这些 那/那个/哪些</p> <p>这个是我的上衣 那个是我的裤子</p> <p>这些是... 哪些是...</p> <p>你喜欢哪个?</p> <p><u>Assessment:</u> Point/say the clothes items My wardrobe poster (introducing my clothes)</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文/ 不说英文 / 跟我说/写一写/写下来</p>	<p><u>Verb:</u> 会 This is: 这是...</p> <p><u>Assessment:</u> Pow point Presentation to introduce China (bilingual) 这是...</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文/ 不说英文 / 跟我说/写一写/写下来</p> <p><b>Culture: Chinese people's way of life</b></p>	<p><u>Assessment:</u> Read the story to each other (peer assessment)</p> <p><u>Language Creation:</u> Picture story: My morning (handwriting or type)</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文/ 不说英文 / 跟我说/写一写/写下来</p>	<p>Someone + together + action</p> <p>Preposition word: Zai + location</p> <p><u>Assessment:</u> Read the story in front of the class</p> <p><u>Language Creation:</u> Picture story: a beautiful day (handwriting or type)</p> <p><u>Classroom instructions:</u> 坐好, 排队, 听, 听, 听, 非常好, 听老师说, 在哪里, 123 坐坐好, 坐一个圈, 请举手 / 说中文/ 不说英文 / 跟我说/写一写/写下来</p>
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