




Kindergarten Term 3 2017 Curriculum Overview

Chinese Community language 中文课程安排

Listening and responding	Speaking	Reading and responding	Writing
<p>Students will:</p> <p>1. Listen to short stories about farm animals and respond appropriately to open-ended questions</p> <p>2. Follow school rules and classroom expectations</p> <p>人坐直，手放好，认真看，专心听，不说话。</p> <p>Learning Respect Responsibility</p> <p>3. Understand HPS reward system and behaviour chart</p> <ul style="list-style-type: none"> • Traffic Lights • Red card 	<p>1. Students will sing songs and rhymes in Chinese:</p> <ul style="list-style-type: none"> • 我爱我的小动物 • 王老先生有块地 • 鹅鹅鹅 <p>Focus:</p> <ul style="list-style-type: none"> • Voice projection • Intonation <p>2. Students will be able to:</p> <ul style="list-style-type: none"> • Greet in Chinese • Count 20-50 forward <p>3. Introduce characters of gender: 公、母</p>	<p>Students will:</p> <p>1.Revise Chinese basic strokes:</p>  <ul style="list-style-type: none"> • And numbers: 二十、三十、四十、五十 <p>2. Learn the new strokes:</p>  <p>3. Recognise Chinese numbers 10-50. 二十、三十、四十、五十</p> <p>4. Recognise simple characters: Nouns: 牛、羊、马、鸟、鸡、鸭、草、米</p> <p>Verbs: 吃、叫、</p> <p>Measure words: 只、个</p>	<p>Students will:</p> <p>1.Trace and copy the basic strokes</p>  <p>Trace the new strokes: ㇃, ㇄, ㇅</p> <p>2. Trace numbers 10-50 in Chinese 二十、三十、四十、五十</p> <p>3. Trace/copy the new characters: 牛、羊、马、鸟、鸡、鸭、吃、叫、草、米</p>

Making Linguistic Connections

Students will recognise the various ways in which familiar concepts are expressed, such as farm animals

Moving Between Cultures

- Students will sing songs/poems and do craft associated with farm animals.

Year One Term 3 2017 Curriculum Overview

Chinese Community language 中文课程安排

Listening and Responding	Speaking	Reading and responding	Writing
<p>Students will:</p> <ol style="list-style-type: none"> 1. Respond to greetings, questions, and demands in verbal and nonverbal ways. 2. Listen to short stories and respond appropriately Sharing the story: <ul style="list-style-type: none"> • My Family 3. In groups and pairs engage in conversations and discussions in Chinese and English. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Be involved in a range of class and small group discussions in classroom How many people are there in our family? <ul style="list-style-type: none"> • How to address grandparents in Chinese • How to say cousins, aunties and uncles in Chinese? • Do we need pets? 2. Use Think/Pair/Share strategy to develop understanding of concepts of family members. In pairs, share viewpoints in Chinese 3. Students will sing songs and rhymes in Chinese: <ul style="list-style-type: none"> • 世上只有妈妈好 • 我的家庭真可爱 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Revise the four tones in Pinyin 2. Revise all initial sounds in Pinyin: bpmf dtnl gkh jqx zh ch sh r zcs y w 3. Revise vowel sounds: a o e i u ü ai ei ui ao ou iu ie ue er an en in un ün ang eng ing ong 4. Recognise Chinese characters: Single structured characters: 今, 年, 子, 有, 个, 弟 Left/right structure characters 奶, 姐, 很, 文, Top/bottom structure characters: 爷, 爸, 兔, 哥, 多, 宝, 笔 5. Respond to shared reading: “开饭啦”, 6. Recognise simple radicals: 女, 父, 辶, 彳, 夕, 刀, 宀, 纟, 尸, 石, 竹 7. Identify stroke- orders. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Copy the following Chinese characters : 笔, 墨, 纸, 砚 宠物, 属兔, 笔 2. Trace and write new radicals: 女, 父, 辶, 彳, 尸, 夕, 刀, 纟, 宀, 石, 竹 3. Construct simple sentences. 我属兔。 我的宠物是小鸟。 <p>Craft:</p> <ul style="list-style-type: none"> • Make a paper rabbit <p>Legend:</p> <ul style="list-style-type: none"> • Chinese Zodiac

Making Linguistic Connections

- Students will make connections between the sound (Pinyin) and written form (characters) of Chinese language.

Moving Between Cultures

- Students will sing songs/poems and do craft associated with Mid-Autumn festival.
- Students will explore the way we celebrate Mid-autumn festival in China and in Australia.

Chinese Community Language

Year 2 Term 3 2017 Curriculum Overview			
Listening and responding	Speaking	Reading and responding	Writing
<p>Students will:</p> <ol style="list-style-type: none"> 1. Listen to stories in Chinese that are related to “Growing and Changes”. Students think critically about what do living things need to grow and change and develop an understanding and awareness of similarities and differences in living things. 2. Listen attentively to speaker during class discussion and cooperative group activities. 	<ol style="list-style-type: none"> 1. Students will talk about themselves about the changes during their growing up in Chinese and focus on: <ul style="list-style-type: none"> • Voice projection • Clarity • Intonation 2. In collaborative activities, students will: <ul style="list-style-type: none"> • Share viewpoints in Chinese 3. Students will: <ul style="list-style-type: none"> • Read aloud characters and sentences from the text • Describe different roles of the community workers 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Read Chinese characters and sentences from the text book “Growing and Changes”. 2. Match pictures with captions. 3. read radicals 虫、土、才、彳、月、足、尸、禾 and predict meaning of unknown characters. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Copy and write the following Chinese characters: 青蛙周在池塘蝌蚪头身体尾巴长(chang)黑变短出了长(zhang)条没有跳活年眼睛腿的 2. Student will arrange texts in correct sequence 3. Students will draw pictures of the different stages of a tadpole changing into a frog and write captions underneath.
<p>Making Linguistic Connections</p> <ul style="list-style-type: none"> • Students will read Pinyin and produce Hanzi. • Students will focus on narrative writing. 			
<p>Moving Between Cultures</p> <ul style="list-style-type: none"> • Students will understand the basic needs of animals and humans and compare them in different cultures. 			