

	Semester 1 (Term 1 & 2)	Semester 2 (Term 3 & 4)
PP	<b>Communicating Topic:</b> Greetings, name, age and numbers 一 ~ 十	<b>Communicating Topic:</b> numbers 十一 ~ 一百 ; Names of Family members
	<b>System of Language:</b> <ul style="list-style-type: none"> <li>Chinese characters as a form of writing</li> </ul>	<b>System of Language:</b> <ul style="list-style-type: none"> <li>What are tones? Language is organised as 'text'.</li> </ul>
Y1	<b>Communicating Topic:</b> <ul style="list-style-type: none"> <li>Enjoy songs, chants, stories and role play through "Pinyin for everyone".</li> </ul>	<b>Communicating Topic:</b> <ul style="list-style-type: none"> <li>Enjoy songs, chants, stories and role play through "Pinyin for everyone".</li> </ul>
	<b>System of Language:</b> <ul style="list-style-type: none"> <li>What is Pinyin?</li> <li>Pinyin — Simple ending sounds (a, o, e) and Set 1 Initial sounds (b, p, m, f, d, t, n, l, g, k, h)</li> <li>Recognise and Reproduce the four tones of <i>Pinyin</i></li> <li>Trace and/or copy characters</li> </ul>	<b>System of Language:</b> <ul style="list-style-type: none"> <li>Pinyin — Simple ending sounds (i, u, ü) and Set 2 Initial sounds (j, q, x, zh, ch, sh, r, z, c, s)</li> <li>Recognise and use vocabulary related to their personal worlds</li> <li>Recognising parts of speech: nouns, verbs and adjectives.</li> <li>Different types of texts have different features (story vs rhyme)</li> </ul>
Y2	<b>Communicating Topic: Animals, colours, food and preferences</b> <ul style="list-style-type: none"> <li>Term 1: Names of animals, '这是' and '什么'. <b>Create stories</b> using '这是'.</li> <li>Term 2: Learn '喜欢' and use reading strategies to work out meanings of new vocabulary associated with animals, colours and food.</li> </ul>	<b>Communicating Topic: All about me Part 1</b> <ul style="list-style-type: none"> <li>Term 3: Express own, family members' and friends' <b>names, age, year level</b> as well as <b>likes</b> and <b>dislikes</b> (animals, colours, food &amp; drink).</li> <li>Term 4: Describing <b>personal features</b> (colour, body parts, adjectives)</li> </ul>
	<b>System of Language:</b> <ul style="list-style-type: none"> <li>Pinyin — Gliding vowels and nasal vowels (ie, ai, ei, ao, ou, an, en, ang, eng, ong, in, ing, er)</li> <li>Reproduce the four tones of <i>Pinyin</i></li> <li>Identify high-frequency characters within words</li> <li>Use the third person '这是' to introduce others</li> </ul>	<b>System of Language:</b> <ul style="list-style-type: none"> <li>Pinyin — combined vowels (i+_, u+_, ü+_)</li> <li>Recognise that Chinese sentences have a particular word order.</li> <li>Recognise and use vocabulary and use some first elements of grammar</li> <li>Describe people using adjectives.</li> <li>Identify some different forms of texts</li> </ul>
Y3	<b>Communicating Topic: All about me Part 2</b>	<b>Communicating Topic: All about me Part 3</b>

	<ul style="list-style-type: none"> <li>• Term 1: Talk about own, family members' and friends' hobbies, abilities and leisure activities.</li> <li>• Term 2: Describing personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 3: Communicating (writing and &amp; speaking)</li> <li>• Term 4: Clock Time and Calendar Time</li> </ul>
	<p><b>System of Language:</b></p> <ul style="list-style-type: none"> <li>• Pinyin — Morphed ending sounds (ui, iu, üe, un, ün )</li> <li>• Reproduce key Chinese characters</li> <li>• Recognise and use vocabulary and use some first elements of grammar</li> </ul>	<p><b>System of Language:</b></p> <ul style="list-style-type: none"> <li>• Pinyin — Identify the components and sounds of Pinyin</li> <li>• Identify some features of simple Chinese texts</li> <li>• Talk about how the Chinese language works, with guidance, using some terms similar to those used in English.</li> </ul>
	<p><b>Communicating Topic: All about me Part 1, 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>• Term 1: Calendar time, clock time and basic daily routines</li> <li>• Term 2: Describing home, school routines and favourite subjects.</li> </ul>	<p><b>Communicating Topic: My world at home, community and school</b></p> <ul style="list-style-type: none"> <li>• Term 3: Communicating (writing and &amp; speaking)</li> <li>• Term 4: Describing <b>features in home</b> (spaces and furniture at home)</li> </ul>
Y4	<p><b>System of Language:</b></p> <p>Term 1:</p> <ul style="list-style-type: none"> <li>• Recognise and use both orally and in writing, a range of vocabulary including some familiar verbs for daily routine, such as 读书 / 看书、看电视.</li> <li>• Identify some language features and textual conventions in familiar Chinese texts.</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Identify the components and structures of some familiar Chinese characters.</li> <li>• Identify some of the components and the consonant and vowel/vowels combination of familiar <i>Pinyin</i></li> </ul>	<p><b>System of Language:</b></p> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Writing <i>Pinyin</i> with a satisfactory level of accuracy</li> <li>• Explore basic sentence structure in Chinese, consisting of subject-verb-object and compare similar sentences constructed in English and Chinese</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Recognise and use elements of grammar in simple sentences to record observations</li> </ul>
Y5	<p><b>Communicating Topic: All about me, my home and school</b></p> <ul style="list-style-type: none"> <li>• Term 1: Describing daily routines (continued)</li> <li>• Term 2: Describing features in school and features in neighbourhood (community facilities, spaces and features).</li> </ul>	<p><b>Communicating Topic: Social events, time and place</b></p> <ul style="list-style-type: none"> <li>• Term 3: Communicating (writing and &amp; speaking)</li> <li>• Term 4: Social events, time and place</li> </ul>

	<p><b>System of Language:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify and discriminate</b> between most familiar homonyms</li> <li>• <b>Identify</b> some of the features of the Chinese writing system</li> <li>• <b>Recognise and use</b> vocabulary and elements of grammar</li> <li>• <b>Recognise</b> that in Chinese, verbs convey tense without conjugation and apply processes of discourse development, including 也 and 和</li> </ul>	<p><b>System of Language:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b>, and sometimes apply when speaking, some familiar Pinyin/language that changes meaning depending on the tone mark</li> <li>• <b>Identify</b> how the form of a character relates to its sound and meaning</li> <li>• <b>Form</b> simple sentences using nouns, adjectives, numbers, the joining word, and measurement words</li> <li>• <b>Talk about</b> how the Chinese language works using some Chinese terms, with guidance</li> </ul>
	<p><b>Communicating Topic: All about me, my home and school</b></p> <ul style="list-style-type: none"> <li>• Term 1: Describing <b>features in school</b> (school facilities, spaces and features in school)</li> <li>• Term 2: <b>Social events</b>, time and place</li> </ul>	<p><b>Communicating Topic: 生日派对</b></p> <ul style="list-style-type: none"> <li>• Term 3: Communicating (writing and &amp; speaking)</li> <li>• Term 4: Kite festival invitation (W1-6: producing invitation; W7-9: making kites; W10: Kite Festival)</li> </ul>
Y6	<p><b>System of Language:</b></p> <ul style="list-style-type: none"> <li>• explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts</li> <li>• use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts.</li> <li>• identify the use of adverbial phrases and extend understanding of sentence structure using subject-time-place-manner-verb-object.</li> </ul>	<p><b>System of Language:</b></p> <ul style="list-style-type: none"> <li>• compare the use of tenses in English and Chinese, such as how future tense is often expressed through time phrases in Chinese.</li> <li>• recognise and use grammatical features to form sentences to express details, such as the time, place and manner of an action, and to sequence ideas.</li> <li>• apply processes of discourse development, such as joining (也 , 和), contrasting (但是) and sequencing (就) information.</li> </ul>

Due to the scope and complexity of the Chinese curriculum, the language content and skills have been sequenced and allocated to be taught in semester 1 and 2 for each year level respectively. Though the content and skills are accumulative and incremental in nature, the achievement reports for each semester are focused on reporting the achievement of new knowledge and skills being taught. Please also note that only one hour per week of teaching and learning is possible to be allocated to learning Chinese at present as opposed to the nominated two hours of teaching and learning languages set by SCSA (School Curriculum and Standards Authority). Hence, students' Chinese grade will be a reflection on the time they had on learning against the Judging Standards accordingly.

Besides learning language content and skills, students will also enjoy other activities such as cooking, Chinese writing and speaking competition within TRPS and the state as well cultural lessons on essential Chinese festivals.