



TERM 3 CURRICULUM OVERVIEW 2026

LANGUAGE – CHINESE MANDARIN

The Languages curriculum aims to

- develop the knowledge, understanding and skills to ensure that students:
- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators

PREPS



The Prep students will extend their counting skills this term by learning to count to 20. Students will also learn the names of different colours and animals in Mandarin and use simple sentence patterns such as "I like blue." and "I like dogs." to express their preferences. They will practise tracing and writing Chinese characters related to animals.

Our cultural focus this term is the Mid-Autumn Festival, where students will explore its origins, traditions and celebrations.

Wendy Chen

YEAR 1



In Year 1 LOTE Mandarin, students will explore the topic "**Birthday Party.**" They will learn to greet others by saying "**Happy Birthday!**" (生日快乐 *Shēng rì kuàilè*) and sing the Chinese *Happy Birthday* song. Students will identify and name common birthday foods, including cake, ice cream, chips, juice and hamburgers, and express simple preferences using "**I like...**" (我喜欢..... *Wǒ xǐhuān...*). They will also learn polite expressions used when giving and receiving presents, such as "**This is for you.**" (送给你 *Sòng gěi nǐ*), "**Thank you.**" (谢谢 *Xièxie*) and "**You're welcome.**" (不客气 *Bú kèqì*).

Through songs, role-play, games and hands-on activities, students will develop their listening and speaking skills while exploring Chinese birthday traditions, including the tradition of eating longevity noodles, and comparing birthday celebrations in China and Australia.

Bei Chen

YEAR 2



In Term 3, Year 2 students will revisit previously learnt vocabulary, including numbers and family members. They will practise counting to 100. The key focus this term is for students to learn how to state their own age and the ages of their family members using complete Chinese sentences. Students will continue developing their character-writing skills by tracing and writing Chinese characters related to numbers. Our cultural focus this term is the Mid-Autumn Festival, where students will explore its origins, traditions and celebrations.

Wendy Chen

YEAR 3



In Year 3 LOTE Mandarin, students will explore the topic **"Going to See the Doctor."** They will learn vocabulary for common body parts and use these words in simple sentence patterns to describe how they are feeling. Students will learn to ask and answer questions such as **"What's wrong with you?"** (你怎么了? *Nǐ zěnmē le?*) and respond using simple expressions, for example, **"My head hurts."** (我头疼。 *Wǒ tóu téng.*) and **"My stomach hurts."** (我肚子疼。 *Wǒ dùzi téng.*). They will also learn simple advice, such as **"Drink more water."** (多喝水。 *Duō hē shuǐ.*) and **"Get more rest."** (多休息。 *Duō xiūxi.*).

Through songs, games, role-play and structured partner activities, students will develop their listening and speaking skills while building confidence in using Mandarin in everyday situations.

Bei Chen

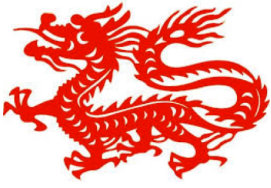
YEAR 4



In Term 3, Year 4 students will learn to express dates in Mandarin using the year, month and day. They will practise translating important dates from English to Chinese. This term, students will also learn to identify and name common classroom objects, such as books, pens and rulers. They will learn to construct simple question-and-answer sentences, including "What is this?" and "This is a pen." Students will continue developing their character-writing skills by tracing and writing Chinese characters related to dates. Our cultural focus this term is the Mid-Autumn Festival, where students will explore its origins, traditions and celebrations.

Wendy Chen

YEAR 5/6



During Term 3, students in Years 5 and 6 will continue to revise and extend the language topics introduced in previous terms while developing a deeper understanding of written Chinese. They will learn and practise writing a range of common Chinese characters, exploring how characters are formed from meaningful components called radicals and how these combine to create different character structures. Students will investigate the first three basic character structures and develop their handwriting skills through guided practice and character-writing activities. Throughout the term, students will use a range of digital language-learning applications and interactive resources to strengthen their understanding of Chinese character formation and build confidence in writing Mandarin.

Bei Chen