SACRED HEART CATHOLIC SCHOOL KEW

VERITAS SEMPER

TERM 4 CURRICULUM OVERVIEW 2026

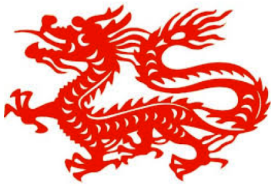
LANGUAGE – CHINESE MANDARIN

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 	In Term 4, Prep students will continue to practise previously learnt vocabulary and sentences related to numbers, colours and animals. They will also begin a new unit focusing on vocabulary for body parts, such as head, ears and nose. In preparation for our annual Christmas Carols evening, students will learn to sing *We Wish You a Merry Christmas* in Mandarin. Students will also practise tracing and writing selected Chinese characters related to body parts. Wendy Chen
YEAR 1 	In Year 1 LOTE Mandarin, students will explore the topic **"It's Christmas!"** They will learn to greet others by saying "Merry Christmas!" (圣诞快乐 *Shèngdàn kuàilè*) and use simple Mandarin phrases to talk about Christmas. Students will learn the names of common Christmas foods, drinks and items, including 礼物 (*lǐwù* – presents), 卡片 (*kǎpiàn* – cards), 火鸡 (*huǒjī* – turkey), 布丁 (*bùdīng* – pudding), 蛋糕 (*dàngāo* – cake), 果汁 (*guǒzhī* – juice) and 可乐 (*kělè* – cola). They will practise asking and answering simple questions, such as "你喜欢……吗？" (*Nǐ xǐhuān…… ma?* – Do you like...?), "我喜欢……" (*Wǒ xǐhuān……* – I like...) and "我不喜欢……" (*Wǒ bù xǐhuān……* – I don't like...). Students will also practise asking "圣诞节你想要什么？" (*Shèngdàn jié nǐ xiǎng yào shénme?* – What would you like for Christmas?) and responding with "我想要……" (*Wǒ xiǎng yào……* – I would like...).

	To prepare for the school Christmas carols, students will learn and practise singing a Christmas song in Mandarin. Through songs, games, role-play and hands-on activities, they will develop their listening and speaking skills while exploring Christmas traditions in China and comparing them with Christmas celebrations in Australia. Bei Chen
YEAR 2 	In Term 4, Year 2 students will be introduced to vocabulary related to Christmas, such as Father Christmas, Christmas trees and presents. They will learn to use the sentence structures “What do you want for Christmas?” and “I want…” to communicate their ideas. Students will explore how different cultures celebrate special events by comparing Christmas and Lunar New Year. They will investigate the traditions, symbols, stories, food and family customs associated with each celebration and identify similarities and differences. Wendy Chen
YEAR 3 	Year 3 students will build on their prior learning by continuing to explore the topic **“Going to See the Doctor.”** They will expand their vocabulary for body parts, including arm 手臂 (*shǒubì*), shoulder 肩膀 (*jiānbǎng*), knee 膝盖 (*xīgài*), back 背 (*bèi*), waist 腰 (*yāo*), thigh 大腿 (*dàtuǐ*), lower leg 小腿 (*xiǎotuǐ*) and face 脸 (*liǎn*). Students will use familiar sentence patterns to describe how they are feeling and give simple health advice. Students will also learn to read the Chinese picture book *What Are You Doing?* 你在做什么？ (*Nǐ zài zuò shénme?*). They will extend their number knowledge to 40 and continue to develop their vocabulary and conversational skills through practical speaking and listening activities. Students will enjoy singing Christmas-themed songs and using language-learning software to reinforce their learning. Cultural understanding will continue to be embedded throughout the program as students explore aspects of Chinese language, traditions and everyday life. Bei Chen

YEAR 4 	In Term 4, Year 4 students will build on their existing knowledge of classroom object vocabulary in Mandarin. They will learn to construct simple possessive sentences, such as “This is my book” and “This is not Tom’s pencil”. Students will practise expressing possession and distinguishing between affirmative and negative statements. Students will also learn new vocabulary related to Christmas and practise singing a Christmas song in Mandarin. In addition, students will practise tracing and writing selected Chinese characters related to classroom objects. Wendy Chen
YEAR 5/6 	During Term 4, students in Years 5 and 6 will continue to consolidate their understanding of Chinese characters introduced in previous terms. They will extend their knowledge of character structures by learning additional common characters and developing greater confidence in writing Chinese characters through guided practice. Students will also revise transport vocabulary learnt earlier in the year and learn the Chinese names of different countries, including Australia (澳大利亚 *Àodàlìyà*), China (中国 *Zhōngguó*), Japan (日本 *Rìběn*), Indonesia (印度尼西亚 *Yìndùníxīyà*), Britain (英国 *Yīngguó*), the United States (美国 *Měiguó*), France (法国 *Fǎguó*) and Germany (德国 *Déguó*). They will apply this vocabulary in simple sentence patterns to describe travel, for example, “I take the boat to Indonesia” (我坐船去印度尼西亚。*Wǒ zuò chuán qù Yìndùníxīyà*.). Students will also enjoy singing Christmas-themed songs as part of their learning. Alongside their language studies, they will continue to explore aspects of Chinese culture, broadening their understanding and appreciation of Chinese language and traditions. Bei Chen