

The Australian Curriculum

Subjects	Chinese
Year levels	Year 2

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms

[Key concepts: self, family; Key processes: participating, imitating, listening]

[\(ACLCHC001 - Scootle !\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\)\)](#)



Elaborations

reproducing the sounds used in greetings, for example, 早, 你好, 王老师, 再见

listening to and engaging with the rhythms and sound patterns in conversations with teachers and peers, mimicking and practising the tones

responding to teacher talk and instructions, for example, 站起来 and 请坐

participating in games through action, for example, Simon Says (老师说)

using pictures and prompt cards to participate in conversations

introducing classmates (for example, 我叫Anna。我五岁) and expressing gratitude, for example, 谢谢

learning to use gesture in communication to help convey meaning, for example, using Chinese finger gestures to show numbers

sharing personal information about oneself and family with peers, for example, 我有弟弟。我爱我的妈妈

Interact with simple written texts in familiar contexts to contribute to class discussions

[Key concepts: self, family; Key processes: reading, planning]

[\(ACLCHC002 - Scootle !\[\]\(291e070cef6c4d5e78fefe4696ef53be_img.jpg\)\)](#)



Elaborations

collecting examples of common Chinese characters found in familiar settings such as signs and labels, for example, 八 (8), 面 ('noodles'), 春 ('spring')

discussing the differences between the Roman alphabet and characters, for example, compare the

sound and shape of each

labelling images of family from a provided list of characters, for example, 妈妈, 爸爸, 哥哥, 妹妹

recognising and copying high-frequency characters relating to family and number, and noticing the formation and spacing of characters

recognising the differences in describing family members in Chinese and English, for example, 'brothers' can be 哥哥 or 弟弟 in Chinese

labelling and illustrating a class photo wall of a shared event or visit

Informing

Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts

[Key concepts: self, family, information; Key processes: describing, conveying]

(ACLCHC003 - Scootle [↗](#))



Elaborations

using teacher scaffolding (for example, 'We are going to listen for the information about the boy's family members: what words might be used?') to predict content before listening to spoken texts

matching information heard with pictures or other visual clues, such as identifying colours and fruit in game and real-life situations

sequencing pictures to describe events, guided by the teacher

responding to questions and retelling information obtained from listening to and viewing scaffolded models of texts, such as a video clip or an avatar of a Chinese student

practising tone, actions and gestures that support meaning to share information

expressing preferences, for example, 喜欢, 不喜欢

Locate and present information about familiar objects, people and personal interests using visual and contextual cues

[Key concepts: self, family, home, routines; Key processes: obtaining, processing]

(ACLCHC004 - Scootle [↗](#))



Elaborations

tracing, copying and practising using individual characters, such as the numbers 1–10 (一, 二, 三, 四, 五...)

cutting and pasting characters from a provided set to make a mini book

selecting characters to label pictures and make a greeting card or postcard

Creating

Respond to and **create** simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings

[Key concept: imagination]

(ACLCHC005 - Scootle [↗](#))



Elaborations

viewing cartoons or segments of movies based on traditional Chinese stories, such as 《大闹天宫》

performing songs and dances in groups, for example, 《朋友就是你》 and 《生日快乐》

reciting poems and nursery rhymes

Create short imaginative written texts using images and copied **characters**

[Key concepts: morality; Key processes: illustrating, copying]

(ACLCHC006 - Scootle [↗](#))



Elaborations

creating storyboards for well-known Chinese stories such as Mulan or Pangu (盘古)

captioning or labelling illustrations on storyboards, practising the strokes of high-frequency characters

participating in the shared reading of books, making predictions about characters and events from the cover and illustrations

listening to Chinese idiom stories and retelling these stories using illustrations

Translating

Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English

[Key concepts: similarity, difference; Key processes: translating, connecting, interpreting]

(ACLCHC007 - Scootle [↗](#))



Elaborations

matching words and phrases spoken in Chinese to images, objects or words in English, such as classroom objects (书包, 笔), to develop vocabulary

stating the English equivalent of common expressions in Chinese (for example, phrases such as 对不起, 没关系; 谢谢, 不谢) for the benefit of classmates

explaining the meaning of Chinese words to classmates

Identify common Chinese characters and words in Pinyin using contextual cues

[Key concepts: self, family, home, routines; Key processes: interpreting, analysing, copying, tracing, shaping]

(ACLCHC008 - Scootle [↗](#))



Elaborations

experimenting with using high-frequency Chinese sounds to transcribe simple common words into Pinyin, such as 我 wǒ

developing a class list of contextual cues such as images, text structure and other features that would help with understanding meaning

typing known or given list of Pinyin words into an online dictionary to turn the Pinyin into characters to express good wishes, such as 'Happy birthday' (zhù nǐ shēng rì kuài lè 祝你生日快乐!)

using flashcards to indicate likes and dislikes, for example, 喜欢 / 不喜欢

Reflecting

Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity

[Key concepts: self, family, home, routines; Key processes: observing, comparing]

(ACLCHC009 - Scootle [↗](#))



Elaborations

examining the meanings behind Chinese family names and other related vocabulary

having a shared meal of 饺子, 春卷 etc. and appreciating cultural diversity in the school community

responding to questions by sharing with students in Chinese sister school personal information related to identity, for example, name, family name, zodiac sign, family members

comparing learning in English with learning in Chinese, for example, learning about syllables and components

presenting a collage or poster which represents aspects of their identity, using text and images

observing interactions to notice cultural aspects such as use of voice to show courtesy, how disagreement is expressed, or smiling so as not to offend while saying 'too expensive'

expressing personal responses to aspects of culture encountered when viewing images, such as of classrooms, home environments or street scenes in diverse contexts, responding to teacher prompts (for example, What do you see ...? What do you notice ...? How do you celebrate ...?), and relating to own experience

Understanding

Systems of language

Reproduce the four tones and recognise how they can change the meaning of words

([ACLCHU010 - Scootle](#) )




Elaborations

noticing the tonal nature of spoken Chinese and using gestures to enhance the differentiation of tones

applying tones to diverse sounds in Chinese to express different meanings, and recognising differences between words with different tones, for example, 妈 mā and 马 mǎ

practising the pronunciation of syllables that are unique to Chinese, such as 女 nǚ, 下 xià

working with classmates and teachers to identify initials (b, p, m, d, t, g, k etc.) that are similar to English consonants (f, l, n, v)

Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese ([ACLCHU011 - Scootle](#) )



Elaborations

differentiating Chinese characters from other forms of written expression, for example, the Roman alphabet, visual images (drawing)

recognising that each character has meaning, and exploring the connection between meaning and form, for example, pictographs such as 人 ('person'), 日 ('sun')

examining which initials and finals can be guessed from English, for example, ‘mama’ as opposed to ‘gege’

copying or tracing characters with attention to stroke order and direction

identifying syllables that make up Chinese words, such as 小/老/鼠 (xiǎo/lǎo/shǔ), and understanding that words such as 熊猫 (xióng māo) have two syllables, with each syllable having a meaning

making connections between words sharing a common syllable/morpheme, for example, 小狗、小猫、小朋友

building new words by combining familiar meanings such as 红+苹果

Understand that Chinese sentences have a particular word order ([ACLCHU012 - Scootle](#) )




Elaborations

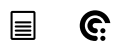
replacing words in modelled sentences to express a personal meaning, for example, replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹

stating the subject of a sentence, for example, 我爱妈妈 is about ‘I’, and 妈妈爱我 is about ‘Mum’

recognising that simple statements in Chinese tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ versus 你有猫吗？

recognising that sometimes the verb ‘to be’ is left out in Chinese sentences, for example, 我五岁 rather than 我是五岁

Engage with familiar text types to predict meaning ([ACLCHU013 - Scootle](#) )



Elaborations

viewing samples of children’s books, and identifying headings and images, appreciating their role in supporting understanding of texts

comparing similar texts in Chinese and English (for example, a poster for a movie, such as 《功夫熊猫》) and identifying major elements of the Chinese text

Language variation and change

Recognise that Chinese is a major community language in Australia ([ACLCHU014 - Scootle](#) )




Elaborations

exploring the range of languages spoken in Australia and identifying people in the local community or in the media who speak a different language, for example, 'My mum's friend is from China, and she speaks Chinese'

discussing why there are different languages spoken by Australian families and by classmates

knowing that Chinese is spoken not only in China but also in other areas of the world, including Australia

Identify the features of formal **language** used in familiar contexts, such as at school ([ACLCHU015 - Scootle](#) )




Elaborations

using titles to address teachers in Chinese, such as 王老师 instead of Ms Wang

responding to expressions commonly encountered in Chinese classrooms, such as 起立 and explore the cultural meanings behind these

The role of language and culture

Describe how people use different languages to communicate and participate in cultural experiences ([ACLCHU016 - Scootle](#) )



Elaborations

identifying interesting facts, for example, finding out what are the biggest celebrations in China and Australia, and comparing these celebrations

engaging with the traditions and customs, festivals, celebrations and food of Chinese communities, recognising the value of learning about another culture in learning a new language

participating in a shared meal, a New Year celebration or a Chinese performance, commenting on the experience and listening to the sounds of Chinese

comparing gestures and body language associated with language use in different cultures, for example hand gesturing for emphasis and encouragement or recognising taboos within Chinese communication, such as pointing directly at someone

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Initiate interactions, make requests and establish relationships with teachers and peers
[Key concepts: belonging, home, family, friendship; Key processes: requesting, greeting, thanking, introducing]

([ACLCHC113 - Scootle](#))



Elaborations

introducing oneself to initiate conversation for example, 我叫 Johnny, 我的中文名字叫小强, 你叫什么?, interacting with teachers and classmates, sharing ideas about familiar topics such as family (for example, 我有一个姐姐, 一个弟弟) and daily life, for example, 我妈妈会做饺子

responding to questions about and describing features of their own world (for example, 我的学校不大) and seeking more information by asking questions such as 你是 Emily 的妹妹吗?

using pictures and prompt cards to participate in conversations

introducing classmates (for example, 我叫 Anna。我五岁) and expressing gratitude, for example, 谢谢

Collaborate with others in group activities and contribute to learning activities

[Key concepts: self, family, home; Key processes: interpreting, locating]

([ACLCHC114 - Scootle](#))



Elaborations

making suggestions when working together and allocating jobs for members of group, for example, 我们一起唱吧; 我们唱, 你跳舞

following the teacher's instructions and responding to questions with reasons (for example, 我不高兴, 因为我累了), using language appropriate to class context (for example, 老师, 我写完了) and making requests in an appropriate manner, for example, 老师, 我可以喝水吗?

including others and recognising participants in group work, for example, Lisa 是我的好朋友; 我们组有...

making cards for special cultural events such as Chinese New Year or personal events such as birthdays, copying short good wishes from modelled text, for example, 生日快乐

recognising and copying characters relating to various events described in books, and noticing the formation of characters and spacing

collecting examples of common Chinese characters found in familiar settings such as signs and labels, for example, 八 (8), 面 (noodles), 春 (spring)

creating drawings to support written communication in cards, posters and visual displays

Informing

Locate information about people and objects from a range of sources, and sequence events

[Key concepts: same, different; Key processes: identifying, sharing]

[\(ACLCHC115 - Scootle !\[\]\(3211b5d1d968fc1665909b34f9f16010_img.jpg\)](#))



Elaborations

sharing information with the class on topics of interest (for example, 我的宠物), providing information and answering peers' questions, for example, 我的猫很小, 有棕色和白色的毛

identifying details about people and events heard in media texts, including children's educational TV programs

Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others

[Key concepts: family, home, routines; Key processes: greeting, thanking, imitating]

[\(ACLCHC116 - Scootle !\[\]\(f1c5da15572e3e09d343161be98f508d_img.jpg\)](#))



Elaborations

presenting their learning by creating pictures and labelling them to elaborate concepts, for example, 春天; 中秋节

presenting and expanding on details of the topic, and answering peers' questions, for example, 我的猫很小, 有棕色和白色的毛

presenting their knowledge of places in China and Australia, such as places they have visited or where they have relatives, supported with photographs, for example, 我的奶奶住在北京

sharing their knowledge of the world through and responding to questions from others, for example, 中国有什么动物? 澳大利亚呢? / 中国大还是澳大利亚大? / 你抱过考拉吗?

creating posters on a cultural topic such as 'Chinese food' and selecting images and texts from magazines, newspapers and brochures to illustrate key ideas with character words such as 好吃

identifying familiar words and concepts drawn from recent learning in other subject areas, for example, 数学 (形状) and 科学 (自然现象)

making connections between their knowledge of the world and their Chinese learning to infer meaning of words, for example, to guess the meaning of 尾巴 in 猫有长长的尾巴, 人没有尾巴

Creating

Participate in and respond to performances and shared reading of children's stories, songs and rhymes with a focus on rhythm, gesture and **stress**

[Key concept: imagination; Key processes: participating, responding]

([ACLCHC117 - Scootle](#))



Elaborations

performing songs and rhymes, noticing rhythmic features such as 押韵 and experimenting with stress and gestures to help convey meaning

interpreting language, facial expressions and other visual clues to inform own response to characters and stories presented in animations or songs

singing 儿歌 and 童谣 and discussing the traditional ideas and morals they convey

creating short plays based on extracts from familiar stories such as 《饥饿的毛毛虫》, using puppets and props

Create own representations of imagined people or events using illustrations and actions

[Key concept: imagination; Key processes: sharing, experimenting, reading, viewing]

([ACLCHC118 - Scootle](#))



Elaborations

expressing opinions about characters or retelling the storyline after viewing or listening to stories, for example, 我觉得...真讨厌!

selecting words from lists to produce captions for images related to familiar narratives heard or viewed in Chinese

copying from models to convey meanings for a sequence of images, such as creating sequential captions for photos, pictures and paintings

using characters and images to convey ideas in imaginative texts, for example, using pictographs such as 马, 田, 山 to illustrate an imagined event

experimenting with storytelling by rewriting a segment of a modelled narrative text by replacing characters, actions or descriptions of objects

Translating

Explain the English meanings of Chinese words and simple phrases heard or seen in everyday social contexts

[Key concept: belonging; Key processes: translating, moving between]

([ACLCHC119 - Scootle](#))



Elaborations

discussing Chinese words or expressions that appear to have no equivalent in English, for example, 不要客气, 快吃吧

stating the English equivalent of common Chinese expressions, for example, 对不起, 没关系; 谢谢, 不谢

discussing meanings of colloquial phrases used on specific occasions (for example, 恭喜发财 to give New Year wishes), and exploring how such sentiments are expressed in English

Create simple bilingual vocabulary lists identifying and comparing vowel and consonant sounds in Chinese and English

[Key concepts: [bilingualism](#), vocabulary; Key processes: translating, interpreting]

([ACLCHC120 - Scootle](#))



Elaborations

sharing knowledge of Chinese with others, explaining features that differ from English, for example, how periods of the day are defined and word order for date and time

comparing ways of communicating and interacting in Chinese and English by identifying similarities and differences in features such as gestures, greetings, titles

Reflecting

Reflect on aspects of their Chinese [identity](#) and personal relationships with others

[Key concepts: belonging, place; Key processes: reflecting, observing, noticing]

([ACLCHC121 - Scootle](#))



Elaborations

discussing the importance to their own identity of speaking Chinese to connect with older relatives, and the wider Chinese-speaking community, for example, 我会说中文, 我可以用中文跟上海的爷爷打

电话


sharing information about their family background, such as country of origin, languages and dialects spoken, and current locations of extended family, for example, 我爸爸是从中国来的。他会说普通话和上海话

sharing own likes and dislikes and discussing features that reflect their cultural identities, such as preferences relating to sport and leisure activities, food, and TV programs, for example, 我喜欢吃中国菜, 也喜欢吃汉堡包

discussing the role of Chinese language and culture in their own lives, such as participation in cultural events, food preferences, or overseas travel

Understanding

Systems of language

Recognise the four tones and their function in Chinese, and compare consonant and vowel sounds in Chinese and English ([ACLCHU122 - Scootle](#) )



Elaborations

participating in activities aimed at raising awareness of pronouncing and differentiating between tones and syllables in Chinese and noting differences in own spoken language, for example comparing a recording of own spoken Chinese with other students in the class

practising the 'flow' of a sentence in Chinese, using gesture to help demonstrate tone and stress

performing or reciting texts with strong rhythmic features such as nursery rhymes or tongue twisters, for example, 《猴子穿新衣》

Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words ([ACLCHU123 - Scootle](#) )



Elaborations

discussing the range of strokes and the construction of characters, and applying this understanding to differentiate between similar character forms, such as 日 (sun) and 目 (eye)

copying characters with attention to the location, direction and order of strokes

learning the sound and meaning of commonly seen basic characters (独体字) and components (部件), such as 木 (tree) and 人 (person), and making connections between basic characters and their

bound forms (非成字), such as 水 and 讠

identifying components and their various forms in different locations within characters, for example, 人、从、合; 心、情、思

learning that Chinese words are made up of two or more characters, with each character contributing meaning to the word, for example, 大人 (literally 'big person') means 'adult'

recognising key morphemes in word groups, for example, 白天、白雪、小白兔

identifying meanings of each syllable such as in xuéshēng, xuéxiào of Chinese words encountered

Recognise parts of speech and understand basic rules of word order in simple sentences

([ACLCHU124 - Scootle](#) )



Elaborations

learning about meta-terms for word types, for example, exploring what is considered a verb in English and in Chinese (for example, adjectival verbs in Chinese)

categorising words into word types common across languages, for example, 家人 as noun, 四 as number

understanding that as for English there are basic rules of word order in Chinese (subject-verb-object)

Recognise features of various familiar text types in Chinese ([ACLCHU125 - Scootle](#) )



Elaborations

developing awareness of bilingual texts (for example, picture books, multimedia texts, song and dance DVDs) through immersion in text-rich environments, and noticing features of punctuation and text organisation across languages (for example, spacing between words)

comparing familiar texts in Chinese and English and discussing features in common, for example, storybook covers normally consist of book title, image, author's name and illustrator's name

Language variation and change

Recognise diversity in expressions and gestures used in everyday social interaction across cultures

([ACLCHU126 - Scootle](#) )




Elaborations

observe and participate in interactions with a range of participants, and discuss how different people use language in different ways, for example, a range of ways of greeting and farewelling

understanding that gestures can enhance communication but might be interpreted differently by different people

learning about etiquette in everyday social contexts, such as how to address adults, for example, 王阿姨好

comparing language use among family members (for example, with parents and siblings), and recognising different languages (e.g. Putonghua, a dialect or English) used for different participants, for example, 我跟爸爸妈妈说中文, 跟哥哥说英文

Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background ([ACLCHU127 - Scootle](#) )



Elaborations

understanding that Chinese is used beyond their immediate and extended family

identifying countries and regions in the world where Chinese is used as a major language

recognising diversity within Chinese language, including significant regional languages spoken by family or others, such as Cantonese or Shanghainese

Role of language and culture

Recognise differences and similarities in communication across cultures, such as greetings, names and gestures ([ACLCHU128 - Scootle](#) )



Elaborations

viewing and listening to Chinese and Australian cartoons and identifying similarities and differences

examining pictures of different marketplaces and noticing differences between food markets and grocery stores in China and Australia

observing what is the same and what is different in their classroom interactions and classroom interactions in China

discussing communicative practices across cultures and identifying culture-specific practices (for example 拜年) in Chinese culture, including noting culture-specific phrases used in either Chinese or

English

recognising various ways in which familiar concepts are expressed in different cultures, such as greetings

using non-verbal communication, such as gestures and facial expressions, for example, showing numbers 1–10 with fingers

recognising ways in which people express their culture in music, dance, traditional stories, food, games and celebrations

recognising visible expressions of identity such as flags, maps, traditional dress, and landmarks

exploring cultural symbols and practices through stories, songs, dances, games and crafts