



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Primary Chinese Curriculum

小学语文课程大纲

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BSB Mandarin Grouping 中文分组

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Set 1	Set 2	Set3	Set 4	Set 5
Beginner	Intermediate	Advanced	Near native	Native
初级	中级	高级	近母语	母语高组

Language Focuses

Language focuses					
	Set 1	Set 2	Set 3	Set 4	Set 5
Listening	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓
Character memorizing	✓	✓	✓	✓	✓
Sentence reading		✓	✓	✓	✓
Essay reading			✓	✓	✓
Basic character writing	✓	✓	✓	✓	✓
Sentence writing			✓	✓	✓
Essay writing				✓	✓

Mandarin in EYFS

Area of Learning and Development

Communication and Language expression 语言表达和人际沟通

Creating and thinking skills 思维拓展

Literary 文学素养

Chinese characters 汉字基础

Focuses in each Area

Communication and Language expression 语言表达和人际交往

- Classroom interaction
- Story understanding
- Expression of personal views
- Story retelling, expansion, adaptation

Literary 文学素养

- Poems
- Chinese culture

Creating and thinking 思维拓展

- Theme-based learning
- Inquiring learning

Chinese characters 汉字基础

- Understand the evolution of Chinese characters
- Character recognition: 150
- Character writing: 40
- strokes: 20
- radicals: 10

Main parts of the course content and activities

Stories
故事



Chinese
characters
汉字



Chinese
ancient poems
古诗



Activities
活动



Topics for non-native students & Focuses

Topics for non-native students

- Greeting
- Numbers
- Family members
- Body parts
- Colours
- Fruits
- Animals

Focuses

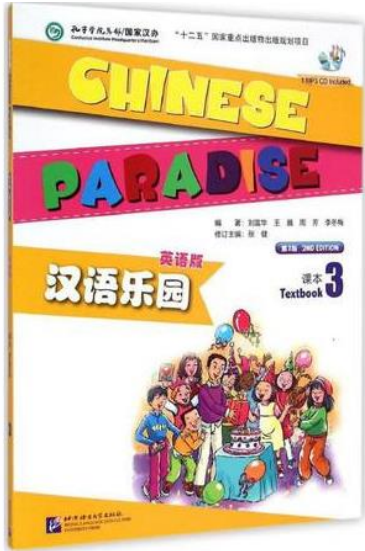
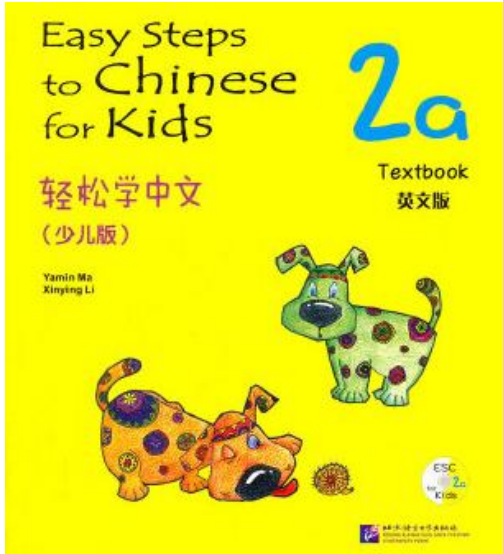
- Vocabulary
- Sentence patterns
- Character memorising and writing
- Interest of learning Chinese language and culture

Curriculum Map – Non-native

Develop four language skills: listening, speaking, reading and writing

- Topics (5-6 per term)
 - Vocabulary
 - Sentence patterns
 - Character memorising and writing
 - Pinyin learning(KS2)
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References for Set 1 - Set 3



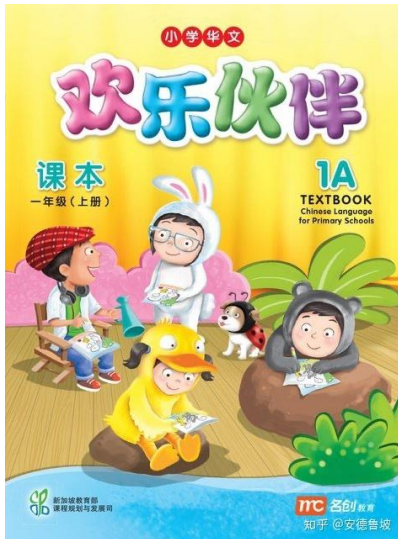
Curriculum Map - Native

Develop four language skills: listening, speaking, reading and writing

- Pinyin learning
 - Character strokes
 - Character radicals
 - Character memorising and writing
 - Composition writing
 - Reading comprehension
 - Linguistic analysis
 - Literacy
-

Books for Set 4 & 5 母语课堂用书

- Set 4



- Set 5



Text books allocation

- Year 1 Year 1A (1 book a year)
 - Year 2 Year 1B (1 book a year)

 - Year 3 Year 2A and 2B (2 books a year)
 - Year 4 Year 3A and 3B (2 books a year)
 - Year 5 Year 4A and 4B (2 books a year)
 - Year 6 Year 5A and 5B (2 books a year)
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How do we teach Mandarin (Y1-Y6)?

- Objective(WALT)
 - Warm up
 - Main Teaching session
 - Activities
 - Guided/independent Learning
 - Plenary session
-

Year 1 Chinese curriculum

Non-native groups Topics

Beginner

Greeting
Numbers
Family
Nationality
Body parts
Colours
Fruits
Animals

Intermediate

Self-introduction(nationality, family members, age, favorite colour, fruits, etc)
Food
Hobby
Stationary
Clothes
Rooms
Jobs

Outcomes

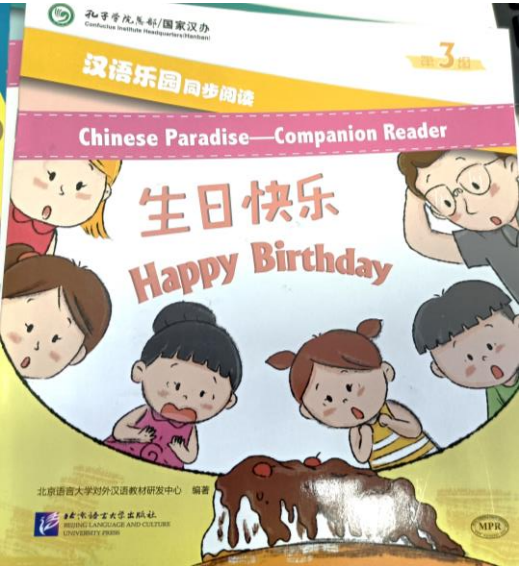
Beginner

- 1. Be able to greet, count, describe body parts, family members, favorite colours, animals and fruits.**
- 2. Be able to recognise 30 characters**
- 3. Be able to write 20 characters**

Intermediate

- 1. Be able to do self-introduction (name, age, nationality, family members, favorite colour, food, animals and hobby).**
- 2. Be able to introduce rooms, what stationary they've got and what clothes they like to wear.**
- 3. Be able to recognise 50 characters**
- 4. Be able to write 30 characters**

Reading Extension



Chinese culture infiltration

- **Traditional festivals**
 - ✓ Chinese New Year(The Temple Fair)
 - ✓ The Dragon Boat festival
 - ✓ The Moon Festival
- **Chinese Art and crafts**
- **Chinese songs and dance**
- **Chinese painting and calligraphy writing**

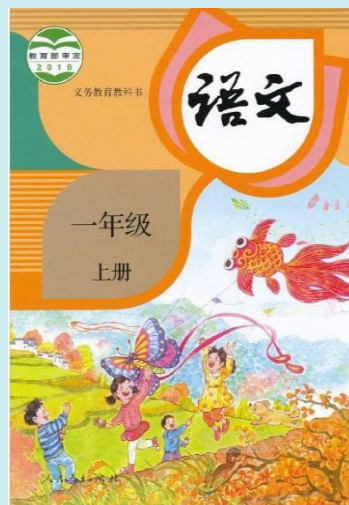
Native groups

Native groups

Focuses:

- 1.Character recognition
- 2.Character strokes and structure learning
- 3.Character writing
- 4.Texts learning and understanding
- 5.Pinyin(after Christmas holiday)

Textbook and workbook - Year 1A



Outcomes:

Outcomes:

1. Be able to recognise around 300 characters and write 100 characters.
2. Be able to recognise 20 radicals and know the correct strokes and orders to write character.
3. Be able to read and write Pinyin.
4. Be able to read simple Chinese books and retell some stories.
5. Be able to recognise Chinese full stop, comma, question mark and exclamation mark.
6. Be able to use the knowledge to discuss interesting topics.

Reading recommendation



Assessment tracking

Non-native	Native
<ol style="list-style-type: none">1. Formative assessment after each topic (speaking)2. Little quiz (Matching, listening, character writing)3. Classroom performance	<ol style="list-style-type: none">1. Spelling test every week2. Paper test (twice a year)3. Texts reciting4. Character recognition5. Classroom performance

Outcomes for non-native groups in general(Y2-6)

Beginner

- 1. Be able to speak basic words, simple sentences, recognise and write basic characters.**
- 2. Be interested in learning Chinese culture**

Intermediate

- 1. Be able to speak phrases and longer sentences, ask and answer questions; describe likes and dislikes; recognise and write basic characters.**
- 2. Get more interested in Chinese language and culture**

Advanced

- 1. Be confident to speak longer sentences, make conversations, do role plays and tell short stories.**
- 2. Be able to write short essays.**
- 3. Get better understanding of Chinese language and culture**

Outcomes for native groups in Year 6

Beginner

1. Be able to look up the dictionary skillfully and develop the habit of using the dictionary initially.
2. Have the ability to distinguish between words and phrases
3. Be able to understand speech and broadcast to an appropriate degree and understand the main content.
4. Be able to use correct punctuation marks

Intermediate

1. Read the text correctly, fluently and with emotion. Can express the thoughts and feelings of the text. Able to recite the assigned texts,
2. Be able to understand deeper words or more complex sentences. Grasp key words, sentences, paragraphs, in-depth understanding of the text.
3. Learn from the text to observe things, use words to make sentences, connect sentences into paragraphs, connect paragraphs into paragraphs.

Advanced

1. Have the ability of getting to the point and imagining things properly. Get into the habit of observing surroundings. Practice writing essays on required or self-written topics. Learn to write an outline of the composition.
2. Be Able to write a central, organized, simple narrative with real feelings.

The amount of character recognition

The amount of character recognition

Sets	Set 1	Set 2	Set 3	Set 4	Set 5
Y1	30	50	80	200	300
Y2	60	80	120	300	700
Y3	90	140	210	600	1100
Y4	120	180	280	800	1500
Y5	150	220	350	1000	1800
Y6	180	300	450	1200	2000

Chinese Academic ASA(Y3-6 native)

- will extend the Chinese learning that your child does in school, resulting in accelerated progress and higher attainment levels.
- Will follow the general curriculum of local Education Bureau
- Will not cover all of the texts in KS2



Matters need attention:

- Reading extension at home
 - Review frequently
 - Homework requires parental assistance(KS1)
 - Pay attention to stroke order, radicals and structure of Chinese characters
 - Spelling words practice every week
 - Frequent communication with teachers about home learning
 - Cooperation between parents and teachers
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Thank you!