



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 Chinese lessons

Year group	Chinese lessons
EYFS Teddy&Nursery Reception	15min every day 25min every day
Year 1	40min every day
Year 2-Year 6	≈1 hour/lesson 3 lessons/week

# BSB Mandarin Grouping 中文分组

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Set 1	Set 2	Set3	Set 4	Set 5	Set 6
Beginner	Intermediate	Advanced	Near native	Native	Advanced Native
初级	中级	高级	近母语	母语组	母语高组

# Language Focuses

Language focuses					
	Set 1	Set 2	Set 3	Set 4	Set 5/6
Listening	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓
Character memorizing	✓	✓	✓	✓	✓
Sentence reading		✓	✓	✓	✓
Essay reading			✓	✓	✓
Basic character writing	✓	✓	✓	✓	✓
Sentence writing			✓	✓	✓
Essay writing				✓	✓

# Mandarin in EYFs

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## 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**

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# Focuses in each Area

## Communication and Language expression

语言表达和人际沟通

- 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: 100
- Character writing: 30
- 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 and 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



# How do we teach Mandarin (Y1-Y6)?

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- Objective(WALT)
  - Warm up/Revision
  - Main Teaching session
  - Activities
  - Guided/independent Learning
  - Plenary session
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# General Curriculum (Non-native)

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

- Topics (3-4)/term
- Vocabulary
- Sentence patterns
- Pinyin learning
- Character memorising and writing
- Conversations
- Essay reading and writing

## Main parts of the course content and activities



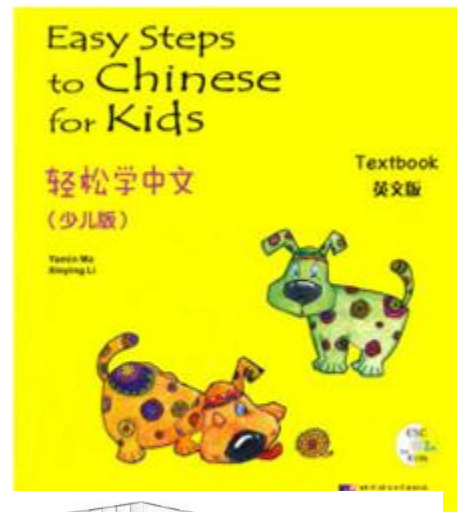
# References for Set 1 - Set 3



References for Set 1-Set3

非母语主要教材来源

Rainbow Dragon  
七色龙



Easy Steps to Chinese  
轻松学中文



# General Curriculum (Native)

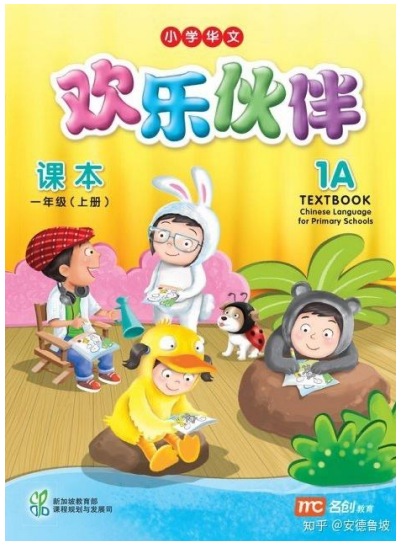
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Develop four language skills: listening, speaking, reading and writing

- Pinyin learning
  - Character strokes
  - Character radicals
  - Character memorising and writing
  - Composition writing
  - Reading comprehension
  - Linguistic analysis
  - Literature
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# Books for Set 4 – Set 6

- Set 4



- Set 5-6



- Will refer to the general curriculum of local Education Bureau
- Will not cover all of the texts

# Text books allocation for advanced group

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- 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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# Chinese culture infiltration

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- 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
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# Year 1 Chinese curriculum

## Topics for Non-native groups

### 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

### Reading Extension





# 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**

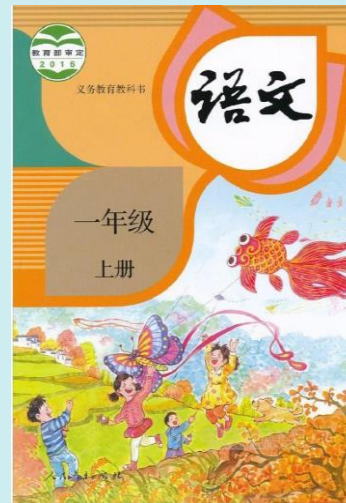
# Year 1 Chinese curriculum

## 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"><li>1. Formative assessment after each topic (speaking)</li><li>2. Little quiz (Matching, listening, character writing)</li><li>3. Classroom performance</li></ol>	<ol style="list-style-type: none"><li>1. Spelling test every week</li><li>2. Paper test (twice a year)</li><li>3. Texts reciting and understanding</li><li>4. Character recognition</li><li>5. Classroom performance</li></ol>

# Outcomes for non-native groups in KS2

## 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 KS2

## 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

## Advanced

1. Have very good Chinese language sense; have the ability to write essays on required or self-written topics. Be able to write an outline of the composition.
2. Be Able to write a central, organized, simple narrative with real feelings.
3. Have the ability to connect with reality and think deeply

# The amount of character recognition

## The amount of character recognition

Sets	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Y1	30	50	80	200	250	300
Y2	60	80	120	300	600	700
Y3	90	140	210	600	1000	1100
Y4	120	180	280	800	1200	1500
Y5	150	220	350	1000	1500	1800
Y6	180	300	450	1200	1800	2000

## Chinese Academic ASA(Y3-6 native )

- will extend the Chinese learning in school, resulting in accelerated progress and higher attainment levels.



## Matters need attention:

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- 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!*