

Beyond the Panda 熊猫后续



P4-P7
7/8 week
progressive
programme

P1-P3
Intro to giant panda
&
'I can see, hear, smell,
taste & touch'

FREE
virtual sessions
FREE
online resources
Contact
srobb@rzss.org.uk

- China/Scotland Pack
- Nursery Resources
- P1 - P3 Panda Pack
- P4 - P7 Panda Pack
- S1 - S2 Panda Pack
- Secondary Endangered Species
- Panda Folders
- Online expert sessions
- Zoo Fun with Mandarin
- Additional Resources



Virtual sessions available for all primary levels delivered on Microsoft Teams within Glow.
See following page for key objectives in P4-P7 programme.



P4-P7 programme plan

<p>The giant panda ①</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • differences between giant panda & other bears • life-cycle • distribution & habitat <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • numbers • words for giant panda & bamboo • listening skills • interpretation of simple sentences 	<p>China/Scotland ②</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • habitats of China & Scotland • biodiversity of China & Scotland • comparison of some animals from China & Scotland with brief intro to classification & some adaptations <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • brief introduction of Chinese characters • understanding of some characters by looking at ancient origins • habitat names 	<p>Classification ③</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • definition of classification • vertebrate group definitions • look at body covering, breathing & breeding in the 5 vertebrate groups <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • look at literal translations to help understanding • learn Chinese words are made up of 1,2 or 3 characters • listening and reading skills • interpretation of some sentences – for example: I am a... 	<p>Chinese End. Species Pt 1 ④</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • look at distribution & habitats using 4 Chinese species. • look at adaptations of the same 4 Chinese species <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • further look at literal translations to help understanding • listening and reading skills • interpretation of some sentences – for example: I live in...
<p>Chinese End. Species Pt 2 ⑤</p> <p>Threats & Solutions</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • definition of threats • identify some threats & in particular look at habitat loss, over-hunting, pollution & climate change • look at some solutions <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • further look at literal translations to help understanding • listening and reading skills • threat names 	<p>A panda history ⑥</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • differences in opinions & conservation research over history • importance of zoos today • explanation of why there is a giant panda programme <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • how to write dates and years in Chinese • some country names • listening and reading skills 	<p>Chinese Zodiac ⑦</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • some animal facts <p>Culture – key learning objectives</p> <ul style="list-style-type: none"> • Chinese culture around animals <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • animal names through a fun story linking common English sounding words to Chinese names of animals • listening and reading skills 	<p>Summary and Q&A ⑧</p> <p>Science – key learning objectives</p> <ul style="list-style-type: none"> • revision on key points from all sessions <p>Language – key learning objectives</p> <ul style="list-style-type: none"> • revision on key points from all sessions <p>Sessions 1-7 are live virtual sessions. It is hoped that the 8th session may be booked as an outreach visit to the school once restrictions are lifted. This would give an opportunity for the pupils to investigate and handle the skulls and models.</p>

in partnership with



SCILT Scotland's National Centre for Languages



西南交通大学 Southwest Jiaotong University

