

P4 (See CCHQ for pictures of China)

Language Content

Greetings/Classroom Language/Numbers/Writing simple characters in Chinese (sometimes using calligraphy brushes .)

Hello/Goodbye/Thank you/my name is.....

(CCHQ, Chinese Phrase 1,+Characters Challenge 1,+ Chinese Names.)

Classroom language: on-going for P4 – Remove

I understand/ I don't understand; listen! , pencil, pen, paper.

It is cold/sunny/raining (Weather clock)—pupils to design and make a weather clock for use in class . Use clock at the beginning of every lesson so that they get used to hearing: what is the weather like today?

Numbers: (numeracy across the Curriculum)

一, 二, 三, 十, 十一, 十二, 十三 – do only these numbers to start with to help build up their confidence and interest. Write the characters using brushes and ink – mention calligraphy – “special writing” which is then hung on the wall.

Link the numbers to certain characters (moon/month and sun/day): explain that Chinese does not use letters to build words, but pictures. Explain by using as an example, the development of the character for moon – started as a simple picture, crescent, but now looks like this with the “rays” of the moon tucked inside:

Yue 月 ---explain it means not only “moon” but also “month”; link to the character for “one” (yi) and ask them what do we call “month number one” in English? (Hopefully they will say January!)

Ri 日 –sun/day

Develop their thinking:

If we put moon and sun together it will result in a new word in Chinese: Ming
明

(Language :see CCHQ, Transition week 2, character challenge.)

Explore what that could possibly mean: the light of the moon with the light of the sun – will that be very bright or dull?

Lead them to explore the fact that ming can also mean “enlightened”: check to see if they understand that (I do not expect they will at P4!) but help them: wise, like the Buddha – who is he? Have a little Buddha ready to show them. Explore in a simple way Buddhism – show pictures of temples. What other buildings do we have similar to this in Britain? (places where people can go to pray – churches or mosques.)

Finally:

If we put moon, sun+ add the character for white (bai) we will get another word:” to understand.”

Show them the characters for the White House, USA, which also has the Character for white in it! Who lives in the White House? What similar place is there for the Prime Minister of Britain? What is it called? Where is it?

Panda Numbers:

Use panda worksheets (in Panda book in CC hub) . Make 4 or 5 sets of panda families, numbering the pandas 1---10: students can then work in pairs/groups to put the numbers in the right order. They can then test each other – choose a number and ask the others to say it in Mandarin.

Cross- curricular themes:

What do pandas eat? Bamboo – pupils to do research on bamboo.

What other plants/trees grow in China? (Lotus, orchid, rice, lacquer tree, peony flower, carnations, etc)

What other animals/birds are there special to China?

(Discovering China P20,P21)

(CCHQ the Giant Panda, the Red Panda, the Tiger.)

(Tigers, leopards, red panda, cranes, sun bears.)

HSBC worksheets

Link any nursery rhymes/ stories to the animal theme(Literacy across the Curriculum)

Language: introduce simple characters. Teach order of strokes.

Kites: (see below)

Use PPT(see Meryl folder in Chinese dept. share); explain how kites are very much loved in China ,design own kite (in pairs or groups) and write simple characters in Mandarin on the kites.

The kite: The kite is a Chinese invention. The first kites were made of wood(475-221B.C.) When paper was invented, kites began to be made of this “new” material – paper.

Early kites were used in war. They were large and some powerful enough to carry men up in the air to observe enemy movements. They were also used to send S.O.S. messages or scatter propaganda leaflets over the area.

In the Tang Dynasty (618-907), bamboo strips were fixed on kites when high in the air; they would ring like a stringed instrument (zheng). Since then the popular Chinese name for a kite has become “fengzheng”(“wind stringed instrument.”)

It was also believed in the Qing Dynasty (1616--1911) that to fly a kite and let it go would mean you can send off your illness and bad luck.

There are about 300 varieties of kites. In size ,they range from 304 metres to only 30 cms across. The well-known Weifang (in Shandong Province) Kite Festival is held in April.

Postcard:

Send one to George (Teddy Bear) from China; send postcard to panda from Scotland. (Literacy)

Beijing Opera Masks: explain what this is (like a play which is sung – opera – and also explain the significance of colours (see CCHQ Transition + week 3 Chinese Phrases) Design their own masks.

Bicycles:

Made in China (“bi” means “two”, but two what for a bicycle? Wheels)

And wheels are also invented in China!

Many bicycles in China but also now many cars. Why might that be a problem?

Weather: North China (Harbin ice sculptures)/Southern China (Guilin mountains)

It is sunny/cold/raining? (So we need umbrellas!)

But in China, also use umbrellas for protection from the sun!

Chinese inventions:

Umbrellas: see black files in CC Hub, and use worksheets “Discovering China”, p24 and p25.

Language: teach how to say Happy Birthday + Happy New Year—see CCHQ Week2 , Chinese Phrases

Chinese New Year – see p 29,30 “Discovering China” in order to make New Year Couplets

HSBC pack – p27 – 29 – money pockets; telling stories – The Legend of Nian – DVD animation with Rachel

Spring couplets and paper cuts – p 31 – 33

Firecrackers p 25- 6

Door guardians, p23-4

Tangrams

P47, 48 HSBC pack link to maths