



COLÉGIO
LUSO-SUÍÇO

Introduction to the Chinese Language

Mandarin Introduction Project for Primary Education

Children aged 6 to 10

School Year 2026/2027

Colégio Luso-Suíço

Teacher Ana Lopes

Context

This programme is intended for pupils from Year 1 to Year 4 of primary education, aged between 6 and 10, organised as a heterogeneous group. The timetable corresponds to two weekly lessons of 45 minutes throughout the school year.

Considering the diversity of ages and learning rhythms, the pedagogical approach is based on a differentiated teaching model, with a common programme and adaptation in terms of task complexity and expected linguistic production.

Objectives

By the end of the school year, pupils should be able to:

- Understand basic vocabulary and instructions in Mandarin;
- Take part in simple interactions;
- Orally produce words, expressions and short sentences;
- Recognise basic elements of the phonetic system (pinyin);
- Develop a positive attitude towards language learning.

Lesson Structure

Each lesson will be organised as follows:

- 10 minutes - Review and activation of prior knowledge;
- 15 minutes - Introduction and exploration of new content;
- 15 minutes - Practical and interactive activities;
- 5 minutes - Consolidation and closing.

Content Progression

Content progression is organised transversally, taking into account the age heterogeneity of the group. The approach is based on a common programme, with pedagogical differentiation in terms of task complexity.

1st Term

Initial units: basic interaction and identification

- Introduction to the language and the sounds of Mandarin;
- Greetings and basic social interactions;
- Personal identification;
- Initial vocabulary (numbers, colours, objects).

2nd Term

Intermediate units: daily life and preferences

- Vocabulary related to daily life;
- Family, food and everyday topics;

- Expression of preferences;
- Simple interrogative structures.

3rd Term

Final units: description and consolidation

- Description of people, objects and activities;
- Basic time reference;
- Production of more structured utterances;
- Overall consolidation of the content covered.

Methodology

The pedagogical approach remains centred on active learning, systematic repetition and the use of playful and communicative strategies suited to the pupils' age group.

The Chinese Made Easy for Kids manual is used as a support resource. Its use is adapted to the classroom context, with an emphasis on comprehension and oral production skills.

Pedagogical differentiation is ensured through task adaptation, allowing different levels of participation and linguistic production within the same group.

Pedagogical Differentiation

Pedagogical differentiation is ensured through the adaptation of tasks, linguistic complexity and the expected level of production, allowing all pupils to participate regardless of age and proficiency level.

The Chinese Made Easy for Kids manual is explored flexibly, with the proposed activities adapted to the characteristics of the group, favouring different levels of engagement and response.

Final Considerations

The teaching of Mandarin in this context privileges oral communication, comprehension and progressive contact with the language, gradually integrating reading and writing through the pinyin system and the recognition of basic characters.

The Chinese Made Easy for Kids manual is a support resource for learning and is used in an adapted, non-linear way, according to the pupils' pace and needs.

The success of the programme will be assessed based on pupils' active participation, their progress in comprehension and oral production, as well as the progressive development of reading and writing skills, according to their level of maturity.