

Vietnamese R-2 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 3:	Module 4:
ME AND MY FAMILY	WHAT'S FOR LUNCH?	CHILDREN'S DAY	MY SPECIAL TALENT
<p>KEY QUESTION: Who is in my family?</p> <p>KEY CONCEPTS: Family, Respect, Relationship</p> <p>KEY PROCESSES: Greeting, viewing, listening, identifying</p>	<p>KEY QUESTION: What do you eat at lunchtime?</p> <p>KEY CONCEPTS: Food, routine, diversity</p> <p>KEY PROCESSES: Negotiating, participating, comparing</p>	<p>KEY QUESTION(S): What do you know about the Full Moon Festival?</p> <p>KEY CONCEPTS: Place, celebration</p> <p>KEY PROCESSES: Describing, informing, participating</p>	<p>KEY QUESTION: What can I do?</p> <p>KEY CONCEPTS: Self, Play, Sharing</p> <p>KEY PROCESSES: Describing, noticing, performing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Interact with peers and teacher in class activities.</p> <p>INFORMING Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning.</p> <p>CREATING Create and perform simple imaginative texts such as chants, songs and stories, using familiar</p>	<p>SOCIALISING Interact in classroom routines and activities by responding to questions, following instructions and asking for permission.</p> <p>INFORMING Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts.</p>	<p>SOCIALISING Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language</p> <p>INFORMING Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts</p>	<p>SOCIALISING Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes</p> <p>CREATING Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression</p>

<p>language and non-verbal forms of expression</p> <p>SYSTEMS OF LANGUAGE Recognise the importance of the terms of address</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>	<p>REFLECTING Share opinions and ways of behaving when using Vietnamese in home and school contexts.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences.</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>	<p>CREATING Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>	<p>TRANSLATING Translate and interpret familiar Vietnamese words, phrases and expressions</p> <p>SYSTEMS OF LANGUAGE Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types</p>
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Across the year 

Reading program: age appropriate readers which support the language learning connected to each of the modules

Reception to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích ... Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ.* They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Dạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.* When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào? Có ... không?*, and commands, for example, *Đứng lên.* They identify information and key words, such as names of people, for example, *cô An, bạn Hải*; places, for example, *trường, lớp*; or objects, for example, *cái bàn*; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi*, their family and the classroom, for example, *Đây là gia đình tôi/ lớp tôi.* Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community.

Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.

Updated 22/12/2017