

Hindi Reception – Year 2 Course Overview – Year C 2019

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

Term 1	Term 2	Term 3	Term 4
Module 1: SPECIAL TALENTS KEY QUESTION: What can I do? KEY CONCEPTS: Interests, leisure, emotion KEY PROCESSES: Expressing, describing, discussing, identifying	Module 2: DRESS UPS KEY QUESTION: Guess who I am? KEY CONCEPTS: Character, imagination, celebration KEY PROCESSES: Describing, drawing, presenting, explaining	Module 3: ANIMAL KINGDOM KEY QUESTION: Where do animals live? KEY CONCEPTS: Environment, habitat KEY PROCESSES: Playing, participating, discussing, relating	Module 4: BEDTIME STORIES KEY QUESTION: What is my favourite bedtime story? KEY CONCEPTS: Expression, history, time KEY PROCESSES: Describing, identifying, comparing, listening, sharing
CONTENT DESCRIPTIONS SOCIALISING Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks	CONTENT DESCRIPTIONS SOCIALISING Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences INFORMING Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment	CONTENT DESCRIPTIONS SOCIALISING Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning INFORMING Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment	CONTENT DESCRIPTIONS SOCIALISING Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning INFORMING Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written

<p>CREATING Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>REFLECTING Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations.</p>	<p>CREATING Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression</p> <p>SYSTEMS OF LANGUAGE Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts</p> <p>ROLE OF LANGUAGE AND CULTURE Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi</p>	<p>CREATING Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p>	<p>tasks</p> <p>CREATING Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action</p> <p>SYSTEMS OF LANGUAGE Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations</p>
<p>Across the year →</p> <p>Reading program: age appropriate readers which support the language learning connected to each of the modules</p>			

Hindi Reception – Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है। They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत खुश हूँ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चों बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ खत्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगे। नमस्ते। धन्यवाद। When speaking, they use the sounds and patterns of the Hindi language, for example, त, थ, ग, घ, ट, ठ, द, ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ। They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें। They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं। They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.

Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher. Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, ख़ाकी. They identify how language usage reflects where and how people 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 5/12/2018