

Afrikaans Years 5-6 Course Overview – Year B 2020

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:
WHERE DO I BELONG? (Waar pas ek in?)	HAVE A GOOD WEEKEND! (Geniet die naweek)	WELCOME TO MY HOUSE (Welkom by my huis)	ARE WE THERE YET? (Hoe ver is dit nog?)
<p>KEY QUESTION(S): Does the manner in which we live shape who we are?</p> <p>KEY CONCEPTS: home, relationship, attitude, value</p> <p>KEY PROCESSES: translating, reflecting, noticing, recognising, comparing</p>	<p>KEY QUESTION(S): How do I spend my time?</p> <p>KEY CONCEPTS: leisure, school, identity</p> <p>KEY PROCESSES: participating, identifying, explaining, connecting, noticing</p>	<p>KEY QUESTION: How is a house different to a home?</p> <p>KEY CONCEPTS: hospitality, home, place</p> <p>KEY PROCESSES: discussing, representing, comparing</p>	<p>KEY QUESTION(S): How do other people live?</p> <p>KEY CONCEPTS: community, tourism, representation</p> <p>KEY PROCESSES: responding, reporting, interpreting, expressing, reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p style="text-align: center;">CREATING</p> <p>Share and compare opinions about ideas in imaginative texts</p> <p style="text-align: center;">TRANSLATING</p> <p>Create simple bilingual texts and discuss what translates easily or not</p>	<p style="text-align: center;">SOCIALISING</p> <p>Develop pronunciation and intonation of Afrikaans-specific sounds</p> <p style="text-align: center;">INFORMING</p> <p>Represent information appropriately for different audiences, using a variety of modes</p> <p style="text-align: center;">CREATING</p>	<p style="text-align: center;">INFORMING</p> <p>Represent information appropriately for different audiences, using a variety of modes</p> <p style="text-align: center;">REFLECTING</p> <p>Compare everyday social experiences and related language use and consider own responses and reactions and those of others</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact in classroom activities and create shared class routines</p> <p style="text-align: center;">CREATING</p> <p>Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events</p> <p style="text-align: center;">TRANSLATING</p>

<p>REFLECTING Compare everyday social experiences and related language use and consider own responses and reactions and those of others</p> <p>SYSTEMS OF LANGUAGE Develop pronunciation and intonation of Afrikaans-specific sounds</p>	<p>Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events</p> <p>TRANSLATING Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning</p> <p>REFLECTING Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Afrikaans, and consider how these aspects contribute to identity formation</p> <p>ROLE OF LANGUAGE AND CULTURE Reflect on their own assumptions about the values, beliefs and cultural norms of Afrikaans speaking natives compared to their own</p>	<p>Notice and use distinctive features of text organisation in Afrikaans</p> <p>ROLE OF LANGUAGE AND CULTURE Reflect on their own assumptions about the values, beliefs and cultural norms of Afrikaans compared to their own</p>	<p>Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning</p> <p>REFLECTING Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Afrikaans, and consider how these aspects contribute to identity formation</p> <p>SYSTEMS OF LANGUAGE Notice and use distinctive features of text organisation in Afrikaans</p>
<p>Across the year </p> <p>Reading program: age appropriate readers which support the language learning connected to each of the modules</p> <p>Celebration: annual cycle of celebrations as appropriate</p>			

Afrikaans: Years 5-6 Achievement Standard

By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, *Dit is baie goed ...hy/sy is baie goed, Ek hou van meer, Ek dink so/Ek dink nie so nie, in my opinie...*, accept or reject ideas, agree and disagree, for example, *Nee, Ek stem glad nie saam nie! Jy is reg/verkeerd. Hulle vra eenvoudige vrae, byvoorbeeld, Hou jy daarvan? Wat gaan jy vir jou kry? Wie kom na die partytjie toe? Gaan jy ook kom?* They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, *byvoorbeeld, Die musiek van ... is pragtig, maar ek hou ...meer* They write descriptions, letters, messages, summaries, invitations and narratives They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences knowing that Australia is a multilingual and multicultural society, and that dialects are spoken both in RSA and in South African communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

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

Updated 16/12/2019