

Japanese R-2 Course Overview – Year A 2020

Term 1	Term 2	Term 3	Term 4
<p>Module 1: PEEKABOO! (INAI INAI BA!)</p> <p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: Identity, character, self, belonging</p> <p>KEY PROCESSES: Performing, informing, describing, playing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures</p> <p>INFORMING Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials</p> <p>CREATING Participate in shared performances and presentations of stories, songs, chants and rhymes</p>	<p>Module 2: IT'S RAINING, IT'S POURING!</p> <p>KEY QUESTION: How do Japanese people enjoy their weather?</p> <p>KEY CONCEPTS: Place, weather, superstition, lifestyle</p> <p>KEY PROCESSES: performing, labelling, comparing, observing, sharing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour</p> <p>INFORMING Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks</p>	<p>Module 3: TREASURE HUNT</p> <p>KEY QUESTION: How do I find treasure using Japanese?</p> <p>KEY CONCEPTS: play, collaboration</p> <p>KEY PROCESSES: responding, labelling, searching, playing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning</p> <p>INFORMING Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks</p> <p>CREATING Participate in shared listening to, viewing and reading of imaginative</p>	<p>Module 4: LET'S PLAY</p> <p>KEY QUESTION: Are Japanese games fun to play?</p> <p>KEY CONCEPTS: Leisure, movement, exercise, games</p> <p>KEY PROCESSES: Performing, labelling, informing, playing, describing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning</p> <p>CREATING Participate in shared performances and presentations of stories, songs, chants and rhymes</p> <p>REFLECTING Notice and describe some ways in which Japanese language and communicative behaviour are similar</p>

<p>TRANSLATING Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts</p> <p>REFLECTING Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Japanese and English borrow words and expressions from each other and from other languages</p>	<p>CREATING Create stories and perform imaginary experiences.</p> <p>REFLECTING Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to their own language(s) and cultural forms of expression.</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people</p>	<p>texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement</p> <p>TRANSLATING Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts</p> <p>SYSTEMS OF LANGUAGE Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar</p>	<p>or different to own language(s) and cultural forms of expression</p> <p>SYSTEMS OF LANGUAGE Recognise and copy some hiragana and a few high-frequency kanji</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that language and culture are closely connected</p>
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Across the year 

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

Celebrations: annual cycle of celebrations as appropriate

Japanese Reception – Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken

texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいて ください。みて ください。 , and respond to questions, for example, だれなにどこ with single words and set phrases and by selecting images or objects, for example, いぬ ですか。ねこ ですか。 . They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい りんご、おおきい、まるい. They indicate ownership by using, for example, だれ の ですか。わたし/ぼく の です。 They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single *kanji*, such as 人, 木, 山, 川, 月, 日, 一, 二, 三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students identify the three different scripts in Japanese, *hiragana*, *kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、 and in simple sentences, such as おりがみが すきです。ぞう は おおきい です。 . They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく , and titles/suffixes, such as ~せんせい/~さん/~くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate'. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures.

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

Updated 18/12/2019