

## Afrikaans Years 3-4 Course Overview – Year A 2022

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

Term 1	Term 2	Term 3	Term 4
<b>Module 1: SAFARI</b>	<b>Module 2: OUR NEW HOME (Ons nuwe tuiste)</b>	<b>Module 3: LET'S GET MOVING! (Kom ons beweeg rond!)</b>	<b>Module 4: STEP UP TO THE PLATE (Eet gesond!)</b>
<p><b>KEY QUESTION:</b> What makes the journey an experience?</p> <p><b>KEY CONCEPTS:</b> Naming, journey, place</p> <p><b>KEY PROCESSES:</b> Labelling, observing, noticing</p>	<p><b>KEY QUESTION:</b> What makes a home?</p> <p><b>KEY CONCEPTS:</b> Place, imagination, journey</p> <p><b>KEY PROCESSES:</b> Labelling, observing, sharing</p>	<p><b>KEY QUESTION:</b> What makes a team?</p> <p><b>KEY CONCEPTS:</b> Health, leisure, experiences</p> <p><b>KEY PROCESSES:</b> Participating, interacting, describing</p>	<p><b>KEY QUESTION:</b> Does the food I eat tell you who I am?</p> <p><b>KEY CONCEPTS:</b> Health, values, attitude</p> <p><b>KEY PROCESSES:</b> Sharing, creating, comparing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING</b> Interact and socialise with the teacher and peers to exchange personal information and describe people places, things and everyday routines relating to self, school and home.</p> <p><b>INFORMING</b> Give factual information about people, objects, places and events in texts supported by graphics or illustrations.</p>	<p><b>SOCIALISING</b> Interact and socialise with the teacher and peers to exchange personal information and describe people places, things and everyday routines relating to self, school, and home.</p> <p><b>INFORMING</b> Obtain and process information about people, routines, responsibilities and interests.</p>	<p><b>SOCIALISING</b> Participate in everyday transactions to obtain goods.</p> <p><b>INFORMING</b> Obtain and process information about people, routines, responsibilities, and interests.</p> <p><b>SYSTEMS OF LANGUAGE</b> Notice and use distinctive features of text organisation</p>	<p><b>SOCIALISING</b> Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting.</p> <p><b>CREATING</b> Participate in shared reading/viewing of short imaginative texts for different audiences</p>

<p style="text-align: center;"><b>REFLECTING</b></p> <p>Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity.</p> <p style="text-align: center;"><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that Afrikaans is spoken in a variety of forms within and outside of Afrikaans country.</p>	<p style="text-align: center;"><b>REFLECTING</b></p> <p>Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Afrikaans.</p> <p style="text-align: center;"><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that Afrikaans is spoken in a variety of forms within and outside of Afrikaans country.</p>	<p style="text-align: center;"><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas.</p>	<p style="text-align: center;"><b>INFORMING</b></p> <p>Give information about people, objects, places and events in texts supported by graphics or illustrations.</p> <p style="text-align: center;"><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that language use varies according to the participants' age, gender and relationship, and the context of use.</p>
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**Across the year** 

**Reading program:** age-appropriate readers that support language learning connected to each of the modules

**Celebration:** annual cycle of celebrations as appropriate

### **Afrikaans Years 3-4 Achievement Standard**

By the end of Year4, students use Afrikaans to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *food - kos, body - liggaam*), and choose among options, for example, in response to questions such as *Verduidelik die vraag beter?* They produce learnt sounds and formulaic expressions (for example, *gestaan, geswem, gedoen, gemaak*), or partial phrases, often providing only part of the required response in Afrikaans or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'k' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Hoe gaan dit met jou vandag?, Gaan ons nou lees?. Hoe spel ek die woord?*

Students know that Afrikaans is one of the national languages in South Africa. They identify the 26 letters of the Afrikaans alphabet. They know that simple sentences follow a pattern, and that nouns require an article. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults with respect. They identify patterns in Afrikaans words and phrases and make comparisons between Afrikaans and English. They know that languages borrow words from each other and provide examples of Afrikaans words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of South Africans and Australians. They understand that they have their own language(s) and culture(s).

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