Hindi Years 3-4 Course Overview – Year C 2022
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**
SPECIAL TALENTS	**MY UNIQUE COSTUME**	**ANIMAL KINGDOM**	**TELL ME A STORY**
KEY QUESTIONS: What am I good at? Are we all good at the same things?	**KEY QUESTIONS:** Who am I dressed as? Do clothes represent who we are?	**KEY QUESTIONS:** What does a habitat tell us about the types of animals that live there? What is the national animal of your culture/country? Why do some cultures have a national animal?	**KEY QUESTIONS:** What do stories teach us? Who tells you stories?
KEY CONCEPTS: interests, leisure, emotions	**KEY CONCEPTS:** expression, imagination, celebration	**KEY CONCEPTS**: life, adventure, habitat	**KEY CONCEPTS:** bilingualism, culture, history
KEY PROCESSES: expressing, describing, classifying, discussing	**KEY PROCESSES**: creating, describing, drawing, planning, presenting	**KEY PROCESSES**: comparing, discussing, describing, selecting, sharing	**KEY PROCESSES:** discussing, translating, classifying, describing, listening, sharing
CONTENT DESCRIPTIONS	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**
SOCIALISING Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds **INFORMING** Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds	**SOCIALISING** Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding **INFORMING** Present simple information about home, school and community, using visual support such as photos, maps or charts	**SOCIALISING** Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds **INFORMING** Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds	**SOCIALISING** Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items **INFORMING** Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds

CREATING Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language **TRANSLATING** Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate **ROLE OF LANGUAGE AND CULTURE** Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices	**CREATING** Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language **SYSTEMS OF LANGUAGE** Recognise and apply elements of grammar, such as noun and adjective forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion **ROLE OF LANGUAGE AND CULTURE** Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices	**CREATING** Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions **TRANSLATING** Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community **ROLE OF LANGUAGE AND CULTURE** Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices	**TRANSLATING** Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community **SYSTEMS OF LANGUAGE** Recognise and apply elements of grammar, such as noun and adjective forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion **LANGUAGE VARIATION AND CHANGE** Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world

Across the year ➡️

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

Hindi Years 3-4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि …, गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ, हर रविवार मैं मंदिर जाता हूँ ,हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद ।They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंग।मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ ,तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो।स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school,

home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घडी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.

Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है. They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions.

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