

## Japanese Years R-2 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
<p><b>Module 1:</b> <b>WHICH KIMOCHIS ARE YOU TODAY?</b></p> <p><b>KEY QUESTIONS:</b> What are feelings? What makes you happy?</p> <p><b>KEY CONCEPTS:</b> Emotion, health, wellbeing</p> <p><b>KEY PROCESSES:</b> Expressing feelings, role playing, labelling</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures</p> <p><b>INFORMING</b> Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials</p>	<p><b>Module 2:</b> <b>ANIME FACES</b></p> <p><b>KEY QUESTIONS:</b> Do you think anime (animation) is popular and why? What anime do you like watching and why?</p> <p><b>KEY CONCEPTS:</b> Pop culture, leisure</p> <p><b>KEY PROCESSES:</b> Describing, creating, comparing, sharing</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks</p> <p><b>CREATING</b> Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement</p>	<p><b>Module 3:</b> <b>GOING FOR VISITS</b></p> <p><b>KEY QUESTIONS:</b> Do you like visiting others' houses? What do you love about your grandparents'/special friend's house?</p> <p><b>KEY CONCEPTS:</b> Home environment, family, tradition</p> <p><b>KEY PROCESSES:</b> Noticing, creating, identifying, translating</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> 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><b>TRANSLATING</b> Create simple print or digital bilingual texts for the classroom</p>	<p><b>Module 4:</b> <b>IN THE SUMMERTIME</b></p> <p><b>KEY QUESTIONS:</b> Do you celebrate summer festivals? What kinds of things can you see and do at summer festivals?</p> <p><b>KEY CONCEPTS:</b> Celebration, leisure, community</p> <p><b>KEY PROCESSES:</b> Role playing, transacting, making decisions</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>CREATING</b> Participate in shared performances and presentations of stories, songs, chants and rhymes</p> <p><b>TRANSLATING</b> Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English</p>

<p><b>REFLECTING</b></p> <p>Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>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><b>SYSTEMS OF LANGUAGE</b></p> <p>Recognise and copy some hiragana and a few high-frequency kanji. Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Understand that language and culture are closely connected</p>	<p>environment, such as captions, labels and wall charts</p> <p><b>REFLECTING</b></p> <p>Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Recognise that Japanese and English borrow words and expressions from each other and from other languages</p>	<p><b>SYSTEMS OF LANGUAGE</b></p> <p>Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts. Understand that language is organised as ‘text’, and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features</p>
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Across the year 

**Reading program:** age-appropriate readers that support the language learning connected to each of the modules. Festivals and celebrations as they occur.

### Japanese Years R-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.***