

## Nepali Years R-2 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
<p><b>Module 1:</b> <b>Inner Me</b></p> <p><b>KEY QUESTIONS:</b> What are my likes and dislikes? How am I feeling? How can I greet, respond to and express appreciation of others?</p> <p><b>KEY CONCEPTS:</b> Culture, Feelings, Personal Identity</p> <p><b>KEY PROCESSES:</b> Responding, Reflecting, Creating, Expressing, Exchanging</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Collaborate with teachers, peers and community members to share and exchange information about self, including favourite things, interests, hobbies, likes and dislikes, and to respond to and express wishes and appreciation</p> <p><b>INFORMING</b> Convey cultural greetings, feelings and personal choices using simple statements and gestures</p>	<p><b>Module 2:</b> <b>The Place I Love the Most</b></p> <p><b>KEY QUESTIONS:</b> How does my home or the place I love reflect my culture?</p> <p><b>KEY CONCEPTS:</b> Family &amp; relationships, cultural practices, family norms and values</p> <p><b>KEY PROCESSES:</b> Identifying, comparing, describing, creating, sharing</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in play-based or role play activities with peers to share experiences of home environment, everyday activities and the world around them</p> <p><b>INFORMING</b> Locate and share information relating to familiar home, community and cultural contexts, in simple texts, graphic, charts, and photos</p>	<p><b>Module 3:</b> <b>Where Am I From?</b></p> <p><b>KEY QUESTIONS:</b> What do I know about my family, country of origin, and journey to Australia? Where was I born?</p> <p><b>KEY CONCEPTS:</b> Identity, memories, stories</p> <p><b>KEY PROCESSES:</b> Analysing, acknowledging, comparing, sharing, reflecting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Collaborate with teachers, peers and community members to share and exchange information or stories about self, families, and their socio-cultural backgrounds</p> <p><b>INFORMING</b> Convey basic information about self, families and their socio-cultural backgrounds either orally or in writing with the support of drawings or pictures</p>	<p><b>Module 4:</b> <b>My Special Celebrations</b></p> <p><b>KEY QUESTIONS:</b> What do I celebrate during my favourite time of the year? Who do I celebrate with?</p> <p><b>KEY CONCEPTS:</b> Culture, tradition, celebrations, communities</p> <p><b>KEY PROCESSES:</b> Identifying, analysing, inferring, acknowledging, celebrating, sharing</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in role play activities to understand and share information and experiences about family celebrations and how they are observed in the family and within communities</p> <p><b>INFORMING</b> Locate information about Nepali festivals on pictures, posters, songs, rhymes, carols, chants, tunes, dances, and written texts to infer and</p>

<p><b>CREATING</b></p> <p>Participate in shared play activities and games to create and share opinions, feelings, greetings and gestures that reflect culture and personal identity</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Participate in letter, symbols and phonemes recognition, including word formation activities to help recognise words for the names of people, things, places, greetings, feelings, and appreciation</p> <p>Identify and use nouns, verbs and adjectives in spoken texts to describe and make statements of self and their personal world</p> <p><b>TRANSLATING</b></p> <p>Interpret and translate simple words related to school, home and personal world</p>	<p><b>CREATING</b></p> <p>Engage, imagine and create written or multimodal texts, reflecting the home and school environments from back home and Australia</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Recognise that language and cultural are closely connected, where through the use of language, different cultural practices of home environment are communicated in the meaning making process</p> <p><b>REFLECTING</b></p> <p>Identify, compare and describe similarities and differences of the features of places and the environment around them</p>	<p><b>CREATING</b></p> <p>Engage in play activities and games to create factual or imaginative texts using simple sentences or statements and drawings that reflect self, families and the community they belong to</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Participate in letters word recognition and formation activities to build a systemic transition in using Nepali phonemes to form simple words, phrases and sentences</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Identify and recognise that language changes overtime and varies as per the change of society and place</p>	<p>complete guided tasks and convey cultural-specific practices</p> <p><b>CREATING</b></p> <p>Engage, imagine and create multimodal texts to create and reflect Nepali festivals and how they are celebrated, including festival-specific items, vocabulary and images</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Recognise that languages and cultures are closely connected, where through the use of language, different family and cultural celebrations, both at home and in communities, are observed in the meaning making process</p>
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**Across the year** 

Age-appropriate texts and CONTEXTUAL learning resources will be incorporated that support authentic language learning connected to each of the modules.

**Nepali Years R-2 Achievement Standard**

By the end of Year 2, students collaborate and exchange information about self, their favourites, and families with peers and teachers, for example, मेरो नाम राम हो । मेरो मन पर्ने खेल सकर हो । मेरो परिवार नेपाल/भुटान बाट आएको हो । मेरा घरमा चार जना सदस्य हुनुहुन्छ । उहाँ मेरी आमा हुनुहुन्छ । उहाँ मेरा बाबा हुनुहुन्छ । मलाई मेरा हजुरबा र हजुरआमासँग गफ गर्न मन पर्छ । मेरी सानी बहिनी छिन । उनको नाम दीक्षा हो । मेरा दुई जना दाजु र तिन जना दिदीहरू हुनुहुन्छ । म घरको कान्छो छोरो हुँ । They use culturally appropriate gestures and expressions to greet, introduce, and respond to others, for example, नमस्ते, मेरो नाम राम हो, तपाईंको नाम के हो? तपाईंलाई कस्तो छ? म सन्चै छु, हजुर नि? धन्यवाद ! फेरि भेटौंला! हुन्छ! They express wishes and appreciation, thanks, likes and dislikes, interests, and feelings, for example, यो अति राम्रो काम हो । तपाईंलाई सफलता मिलोस् । म खुशी छु । शुभकामना! बधाई छ ! मलाई रातो लुगा मन पर्छ । मलाई अँध्यारो मन पर्दैन । मलाई दाल-भात सारै मन पर्छ । मेरो राम्रो चित्र बनाउने रुचि छ । They use repetitive and descriptive language when participating in guided as well as shared

activities and responding to classroom routines, for example, नमस्ते, कुर्सीमा बस्नुहोस्, कापी-कलम निकाल्नुहोस् । पहिले तपाईं भन्नुहोस् अनि म सुनाउँछु । हामी पहिले सुन्छौं, बोल्छौं, पढ्छौं अनि मात्र लेक्छौं, हुन्छ? हवस् ! धन्यवाद! मलाई तपाईंको बिचार मन पर्यो । When speaking and writing, they use sounds and phonemes of the Nepali language to form simple words, phrases and sentences for example, क, म, र, न, ल, घ, ता, खि, सु, बे, फूल (फू+ल), मन, म भन्छु (भ+न्+छु) । रातो टीका । म कविता (क+वि+ता) लेख्छु (ले+ख्+छु) । म घर जान्छु । They identify and use familiar nouns, pronouns, verbs, adjectives, preposition and conjunctions in audio-visual and spoken texts and learn how to apply them while interacting with peers and teacher, for example, तल, पर, मा, सेतो, कालो, नीलो, राम्रो, कुर्सीमा बस्नुहोस् । मेरा साथीहरू मिलान्सार हुनुहुन्छ । त्यो रातो झोला मेरो हो । They locate information about Nepali festivals and celebrations on pictures, posters, videos, songs, rhymes, carols, chanting, music tunes, dances, and written texts. They use festival relevant vocabulary to respond, recount, create and share basic information about how these festivals or occasions are celebrated and observed in the family and Nepali communities, for example, दशैं, तिहार, साकेला, माता औंशी, कोसेली, उपहार, दशैंमा टीका, जमरा, मलाई हजुरबाले आशीर्वाद र दक्षीणा दिनु भयो, म दशैंमा मामा घर जान्छु । हजुरलाई दशैं/तिहारको हार्दिक मंगलमय शुभकामना ! They identify the use of nouns and pronouns, verb forms, gender and number agreement in simple sentences, and learn to correctly use them while interacting with peers, teachers and community members, for example, उ, उनि, उहाँ, मेरो एउटा साथी छ । मेरा धेरै साथीहरू छन् । तपाईंलाई मेरो घरमा स्वागत छ । मेरी आमा आउनु भयो, मेरा हाजुरबा किसान हुनुहुन्थ्यो । गाईले घाँस खान्छ । They distinguish between the language spoken by different Nepali speakers in different cultures, contexts and situations. They interpret and translate frequently used words and simple phrases related to home, school, things around them, celebrations, and create word lists, labels and captions in multilingual form, for example, म, हामी, यो, त्यो, हो, होइन, अहिले, भोलि, सोमबार, बस्नु, लेख्नु, बोल्नु, गर्नु, जानु, चाड, कलम, घर, परिवार, बजार, छिमेकी, पानी, खाना, फल, खेल, म जान्छु, मेरो घर, मेरो परिवार, जन्म दिनको हार्दिक शुभकामना, तपाईंलाई दशैं/तिहार/साकेला/लोसार/क्रिस्मसको हार्दिक शुभकामना !

*Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels 2022*