

Reception to year 6

Languages

Indonesian

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Scope and sequence

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Languages – Indonesian: Reception to year 6

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Context Statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This Indonesian scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 2	Year 4	Year 6
<p>Skills</p> <p>By the end of Year 2, students:</p> <ul style="list-style-type: none"> • interact with teachers and peers through play- and action-related language • use greetings and respond to instructions through actions • pronounce the vowel sounds, and c (ch). • respond to questions with responses that include <i>ya/tidak</i>, verbs, and/or names and numbers (up to ten) • identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture • present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples • show comprehension and create simple texts such as a description, story or comic by matching pictures and captions • use vocabulary related to their class and home environments • use simple verbs • use pronouns to address others • comment on similarities and differences in meanings of words, noticing that some cannot be readily translated • comment on aspects of using Indonesian and express feelings about learning Indonesian. 	<p>Skills</p> <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> • interact in classroom routines and structured interactions with teachers and peers • reproduce the sounds of <i>au</i> and <i>g</i> and the final sound <i>k</i> • follow instructions, make requests and respond with actions • respond to questions by using simple phrases • engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language • present factual information in texts through, for example, describing, listing and using tables • work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic or use word lists to complete a paragraph or simple story • use vocabulary related to school, home and some interests to create simple informative and descriptive texts • describe amounts using cardinal numbers with <i>belas</i> and <i>puluh</i>, and create plurals by doubling nouns • state preferences • use adjectives, including adjectives of size and colour following the noun • create subject-focus sentences • use simple possessive word order, the prepositions <i>di</i> and <i>ke</i>, and the conjunction <i>dan</i> • translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence • observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. 	<p>Skills</p> <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> • use Indonesian to convey information about themselves, their family and friends, and daily routines and activities • locate specific details and use familiar words and phrases to predict meanings in texts • respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language • produce <i>ng/ny/ngg</i> sounds • apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words • ask and respond to questions • interact spontaneously with peers in discussions on familiar topics • use subject-focus construction with a range of <i>ber-</i> verbs and formulaic <i>me-</i> verbs • express numbers using <i>ratus</i> and <i>ribu</i> • describe character and appearance using noun + adjective word order • use possessive word order • describe events in time using <i>pada</i> with whole numbers and days of the week • use prepositions and conjunctions • translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures • identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.

<p>Understandings</p> <p>By the end of Year 2, students:</p> <ul style="list-style-type: none"> • know that Indonesian is written using the same alphabet as English but that some sounds are different • know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia • identify Indonesian words that are similar to English • identify some distinctive Indonesian words • know that language and culture are related. 	<p>Understandings</p> <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> • differentiate statements from questions according to intonation • state that possessive word order in Indonesian differs from English • know that language use varies according to who is using it and with whom and that some terms have specific cultural meanings, such as pronouns derived from family terms • make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions. 	<p>Understandings</p> <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> • know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English • identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs • know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed • identify loan words from English and their Indonesian spelling and pronunciation • describe similarities and differences between aspects of language and culture, such as celebrations, leisure and the environment • know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices that cannot be directly translated.
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Scope and sequence

Strand: Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to modelled greetings, instructions and class routines using modelled language and gestures.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise greetings and farewells in class routines and respond with formulaic phrases, for example, <i>Selamat pagi Ibu/Bu/Pak, Sampai jumpa lagi</i> • participate in simple, repetitive songs, rhymes and games and mimic actions, words and expressions • introduce self, using modelled sentences, such as, <i>Nama saya..., Umur saya....tahun, Saya berumur 5 tahun</i> • use actions and modelled language to respond to questions such as, how they feel, for example, <i>senang/gembira, baik, sakit.</i> 	<p>Share information about self in interactions with teacher and peers using simple, modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and repeat words and simple modelled sentences relating to familiar people and things, for example, <i>Anjing saya ... Bapak/Ayah saya ...</i> • share information about familiar things, such as favourite food, colours, pets and common objects using gestures, actions, movement or simple statements, such as <i>Saya suka ..., Saya tidak suka ...</i> • respond to simple, modelled questions about self, such as, <i>Siapa namamu/kamu? Nama saya ... Berapa umurmu? Umur saya ..., Saya berumur 8 tahun</i> • engage with peers in interactive games and play-based experiences such as, action songs, games, puppets and 	<p>Interact with peers in play and activities to exchange greetings and share information about self and familiar objects.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with peers to exchange greetings and farewells at different times of the day, such as <i>Selamat pagi/Pagi!</i> • introduce and describe self or familiar people using modelled descriptive sentences, such as, <i>Mata saya hijau, Teman saya tinggi</i> • describe pets and favourite objects using adjectives, for example, <i>Anjing saya hitam, rumah saya kecil, kucing putih</i> • express feelings, opinions and reactions, using modelled language, such as, <i>saya gembira, saya sedih, saya senang/ tidak senang, Kancil pintar, Buaya jahat saya melihat, saya mendengar.</i> 	<p>Exchange and respond to information about self and family, using modelled questions and responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about favourites, likes and dislikes using modelled questions and responses, for example, <i>Apakah kamu suka mangga? Saya suka mangga, saya tidak suka mangga, Ya saya juga.</i> • use language and behaviour associated with cultural etiquette, for example, <i>Selamat siang Bu/Pak to adults, Selamat siang Ibu/Bapak to the principal, Siang or Hai to friends and peers, Sampai jumpa lagi/Sampai besok/Sampai minggu depan to a teacher, dah to friends</i> • recount an event of personal significance and share feelings, for example, <i>Saya pergi ke Lombok, Saya sangat suka pesawat</i> 	<p>Exchange information about daily life using formulaic questions, and responses, and cultural etiquette.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information about daily life or leisure time using modelled questions and responses, for example, <i>Kamu bermain apa? Saya bermain bola net pada Hari Selasa</i> • share information relating to days of the week, months of the year and seasons such as <i>Hari ini hari apa? Hari ini adalah hari Kamis, Sekarang musim panas, Sekarang bulan Maret, Sekarang jam 9, Kapan hari ulang tahun kamu? Pada tanggal ...</i> • express concern or interest in each other using language related to special occasions or well-wishes, for example, by sending a greeting card or message using <i>Selamat Hari Paskah, Semoga Sembuh Cepat.</i> 	<p>Interact with peers to exchange information about daily life, interests and personal preferences.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange dialogues with peers enquiring about preferences and show interest using rehearsed expression and intonation, for example, <i>Kamu suka musik apa? Saya suka musik pop, Asyik, saya juga!</i> • apply cultural etiquette when greeting an unfamiliar person, such as a handshake, nodding the head and using formulaic phrases, for example, <i>Kenalkan, nama saya ... Siapa namamu?</i> • share opinions through activities such as a class survey or role-play using simple phrases, for example, <i>Saya suka/tidak suka, Saya rasa, saya pikir</i> • describe physical attributes of friends or familiar people using modelled descriptive statements, for example, 	<p>Interact in modelled exchanges with each other to exchange information about interests, leisure activities and pastimes.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about daily and weekly routines using time and location, for example, <i>Pada hari Senin saya bermain sepak bola di klub, Saya sikat/gosok gigi jam 7 pagi, Saya pergi ke sekolah jam 8 pagi</i> • exchange information about likes and dislikes, interests and leisure activities, for example, <i>Saya suka berbelanja dengan teman saya pada hari Sabtu, Saya lebih suka bermain futbol Australia daripada sepak bola, Saya kurang suka bulu tangkis</i> • describe familiar people, such as, their physical appearance, characteristics or qualities, for example, <i>Saya suka guru saya</i>

	dress-ups using modelled words, phrases and simple sentences.		<ul style="list-style-type: none"> • ask and respond to simple, modelled questions about self and family, such as, <i>Kapan ulang tahunmu? Ulang tahun saya 13 Mei, Apa film favoritmu? Kemana kamu pergi?</i> 		<i>teman saya punya rambut coklat dan mata hijau.</i>	<i>karena beliau pintar, baik hati dan lucu sekali</i> <ul style="list-style-type: none"> • interact and sustain exchanges using strategies such as, asking questions, and using interjections and exclamations, such as <i>Oh begitu, ya, maaf? Dan kamu/Anda?</i>
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<p>Key concepts: self, family, friendship, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What makes a family? • Why do we need friends? • How do I show respect to the people around me? 	<p>Key concepts: identity, socialising, relationships, etiquette</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the language I use change when interacting with people in my world? • How do I choose what I share about myself? • How do I know I have been understood? • How do our manners change in different situations? 	<p>Key concepts: identity, communication, interaction, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How will I know that I have been understood? • Is there a right or wrong way to communicate? • What would make me change the way I interact? • How does the way I speak change in different situations? • How do we show respect in different situations?
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Thread: Taking action and transacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in guided, play-based language activities using gestures, actions and pictures to support meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in choral singing of repetitive songs with familiar tunes using actions and movement, for example, <i>Dua Mata Saya, Topi Saya Bundar, or Selamat pagi / siang / sore / malam / tidur</i> to the tune of <i>Frere Jacques</i> • participate in teacher-modelled games or play-based activities with visual cues, for example, by counting or sorting using 	<p>Participate in guided, play-based language activities using modelled phrases, gestures and visual cues to support meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in action songs and games, for example, <i>Simon Says, Kepala Bahu Lutut Kaki</i> • participate in a range of games and play-based activities relating to numbers, counting and sorting, for example, by size and colour, using modelled phrases such as, <i>angka genap, angka ganjil, besar, kecil, warna tua, warna terang</i> 	<p>Participate in guided, play-based language activities using gestures, key words, modelled phrases and expressions, visual and spoken cues.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in games or play-based learning activities that involve taking turns, making choices, swapping, sorting and classifying items, using modelled language, such as <i>sekarang giliranmu, sekarang giliran saya, saya menang, kamu kalah</i> • participate in singing or performing action songs, for example, <i>Di Sini Senang, Burung</i> 	<p>Participate in and contribute to class discussions and activities using modelled language to cooperate with each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in class discussions and contribute ideas for a class activity or to create a display, such as ideas for titles, images or captions for a welcome poster, for example, <i>Selamat datang di Kelas Tiga, Silakan masuk</i> • contribute to class discussions by asking and responding to modelled questions, for example, <i>Siapa namamu? Berapa</i> 	<p>Interact in and contribute to activities and tasks that require planning and transacting, using modelled questions and responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • contribute ideas to class discussions, take on roles and responsibilities, and help make decisions, for example, take part in a performance item for the school assembly or help plan a suggested menu for the school canteen • negotiate and plan with peers about set tasks, such as creating a model with captions, or producing a poster or invitation to a class event, for example, <i>Undangan untuk</i> 	<p>Collaborate and plan activities with peers using language to express information and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • collaborate with peers to plan a shared experience, a class party or special event, and create invitations, schedules or programs using descriptive language related to people, time and place, <i>Hari apa? Di mana? Kapan? Jam berapa?</i> • plan and rehearse a short role-play, skit or presentation with peers using transactional language, for example, 	<p>Collaborate and conduct a shared event or activity with peers, using language to express information, preferences and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • collaborate and organise a shared activity, for example, by creating a <i>pasar</i> for a school open day or an event for an Indonesian Day, for example, <i>Siapa mau membuat undangan? Saya mau menulis artikel</i> • express preferences when making plans, for example, when planning a class garden, a real or simulated excursion, a festival or school event, using language related to cost,

<p>simple adjectives, such as, numbers and colours</p> <ul style="list-style-type: none"> • identify familiar objects in the classroom by naming, pointing or matching, drawing or labelling • participate in guided group activities, crafts or games and respond by repeating or mimicking key words and modelled phrases • view, listen to or share reading using actions, movement or props to express meaning, for example, by using puppets or picture cards. 	<ul style="list-style-type: none"> • participate in shared reading, singing, role-plays or dance using movement, actions or dramatic expression • identify, name and sort everyday items by size, colour and shape, for example, classroom objects • show an interest in each other by using modelled expressions or by creating a greeting card for a special occasion, for example, <i>hari ulang tahun</i>. 	<p><i>Kakaktua, Satu, Satu Aku Sayang Ibu</i></p> <ul style="list-style-type: none"> • draw pictures or participate in craft activities using simple descriptive sentences, for example, <i>ini ... saya, anjing saya besar</i> • participate in activities or tasks to name, illustrate, list or label items, for example, for a class display • state preferences, such as by choosing objects, for example, <i>saya mau ..., saya suka ...</i> 	<p><i>umurmu? Apa ini/ itu? Suka apel atau mangga?</i></p> <ul style="list-style-type: none"> • cooperate with peers to, for example, complete a shared activity, play a game or to complete written tasks, using modelled language to share ideas, agree or disagree, such as <i>oke, setuju, tidak setuju, baiklah, ya, tidak, mungkin</i>. 	<p><i>permainan kelas kami, by following instructions, Tolong ambil itu, Mari ikut saya ke ..., Undangan ke pesta ulang tahun saya</i></p> <ul style="list-style-type: none"> • negotiate with peers to make decisions, for example, by choosing ways to get around in Indonesia, for example, <i>Mau naik apa? Saya mau naik becak, Berapa ongkosnya?</i> • interact with the teacher and peers by asking and responding to questions related to making decisions, for example, <i>Siapa bisa? Kapan waktunya? Dimana tempatnya? Bagaimana caranya?</i> 	<p>a simulated shopping expedition, a trip to a restaurant or purchasing tickets for transport or entertainment</p> <ul style="list-style-type: none"> • plan and develop questions for an interview or survey using language related to interests and preferences, for example, <i>Apa olah raga favoritmu? Kamu lebih suka berlibur di Adelaide atau di luar Adelaide?</i> 	<p>time, place and transport, such as, <i>lebih ..., daripada ..., paling ...</i></p> <ul style="list-style-type: none"> • participate in simulated transactions or role-plays to purchase goods or services, for example, bargaining scenarios, ordering food from a <i>kaki lima</i> or <i>warung</i> and exchanging currency, noticing the respective value of Indonesian rupiah to Australian dollars, and purchasing processes, for example, fixed prices, <i>Harga pas</i>, and negotiable prices, <i>Boleh tawar?</i>
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<p>Key concepts: play, participation, rules</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is play the same all around the world? • How does play help us to learn? • Why do we need rules? 	<p>Key concepts: cooperation, roles and responsibilities</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we work together? • Why do I need to give or follow instructions? • Why is it important to have roles and responsibilities? 	<p>Key concepts: transactions, collaboration, planning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language choices do we make when transacting? • How can we collaborate? • What steps do we follow when planning?
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Thread: Building language for classroom interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise class routines and follow teacher instructions using modelled gestures and simple responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and respond to routines such as roll call and introducing themselves, for example, <i>Ada ...? Ya ada Ibu/Pak, Nama saya ...</i> 	<p>Recognise and respond to modelled class routines and instructions using modelled phrases and gestures.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and respond to classroom routines, for example, <i>Ada siapa di kelas hari ini? Ada Joe? Ya ada Pak</i> 	<p>Participate in class routines and activities, follow instructions and take turns.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in class routines, such as responding to the class roll, saying the date, observing and commenting on the 	<p>Engage in class interactions using language to follow instructions and respond to questions.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in listening and speaking activities and recognise intonation to discern a question from a statement 	<p>Engage in class interactions to ask and respond to questions, give and follow instructions and requests.</p> <p>Students:</p> <ul style="list-style-type: none"> • ask and respond to questions or requests from teachers or peers, for example, <i>Boleh pinjam pensil? Ya, boleh</i> 	<p>Interact in class routines and interactions using language to ask questions, seek permission and state preferences.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact in real or simulated conversations, using modelled questions and responses, for example, when meeting a friend or ordering food, 	<p>Interact in and lead class routines and activities using language to question, express opinions and share experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • take on different roles and responsibilities in the classroom and lead class routines, such as opening and closing the lesson, leading activities

<ul style="list-style-type: none"> • identify and respond to modelled routine instructions, for example, <i>berdirilah, duduklah, diamlah</i> • use modelled gestures and expressions such as, <i>ya, bagus, hati-hati</i> • sing action songs related to routines or instructions, such as singing <i>cuci tangan</i> before and during handwashing. 	<ul style="list-style-type: none"> • recognise teacher instructions and gestures, for example, <i>bukalah bukumu, silakan masuk, silakan duduk</i> • give and follow simple instructions using modelled language and taking turns with a partner, for example, <i>berdirilah, duduklah, diamlah</i> • use modelled formulaic phrases to thank, apologise, praise and offer wishes or congratulations, such as <i>tepuk tangan, terima kasih, permisi, maaf, selamat, bagus, hebat.</i> 	<p>weather, for example, <i>hari ini, kemarin, besok</i></p> <ul style="list-style-type: none"> • follow teacher or peer instructions, such as to locate an object in the classroom or to perform a movement, for example, <i>Ambillah satu blok, Carilah teman, Tepuk tangan lima kali</i> • respond to spoken teacher or peer instructions, for example, <i>silakan makan, tutuplah pintu, bukalah jendela</i> • respond to instructions using numbers to form groups, for example, <i>Buatlah kelompok empat orang</i> • participate in games or play-based activities which require turn-taking and asking permission, for example, <i>congklak, lompat tali, Boleh saya ...?</i> • remind each other of instructions when needed, for example, <i>pakai topi, cuci tangan, berbaris.</i> 	<ul style="list-style-type: none"> • listen to and follow instructions focussing on intonation, for example, <i>berlari di sana, menyanyi bersama, mendengar</i> • follow instructions or directions in activities or games, for example, a simple obstacle course, maze or drawn map using language such as, <i>sebelah kiri/kanan, lurus</i> • engage in games and activities, ask questions and request help when needed, for example, <i>Giliran siapa? Saya tidak tahu, Boleh saya ...?</i> 	<ul style="list-style-type: none"> • ask for assistance, clarification or permission to leave the classroom, for example, <i>Maaf Bu, Mohon ulangi, Maaf Bu/Pak bisa bantu saya? Boleh saya ke kamar kecil? Ya, silakan. Permissi Bu/Pak</i> • give and follow instructions in class routines or games, for example, <i>Saya pertama, Giliran saya</i> • contribute to establishing class rules, for example, <i>jangan berlari di ruang kelas.</i> 	<p>such as <i>Ayo, kita..., mau...?</i></p> <ul style="list-style-type: none"> • interact with peers, respond to rehearsed questions and state preferences, for example, in an interview, a questionnaire or a survey, <i>Saya suka bola net tetapi saya tidak suka bola voli</i> • use gestures, actions and modelled language to seek permission, for example, <i>Boleh pinjam kamus/penggaris/pena merah?</i> • remind or advise peers, using appropriate intonation, for example, <i>Pakailah sepatumu, Jangan bercakap-cakap.</i> • use intonation to ask for repetition or seek clarification, for example, <i>Sekali lagi Bu, Maaf Bu, saya tidak mengerti, Di mana kata itu?</i> 	<p>and transitioning to different tasks</p> <ul style="list-style-type: none"> • respond to and give instructions and commands, for example, <i>Masuklah, Bukalah laptop kamu, Jangan lari, Tulislah di bukumu, Bacalah lebih keras, Berdirilah di depan kelas, engarkanlah, Ulangilah</i> • apply cultural etiquette and practise formal and informal language, gestures and intonation, such as, inviting a respected guest into the classroom and politely asking them questions, for example, <i>Silakan masuk Ibu/Bapak, Permissi, boleh saya tanya ...?</i> • express opinions, negotiate, and agree or disagree, and practise turn taking in conversations with peers, for example, <i>Saya setuju/ tidak setuju karena ...</i>
<p>Key concepts: routine, politeness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are our daily routines? • What does being polite look, sound and feel like? 			<p>Key concepts: procedure, instruction, routines, responsibility</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to follow instructions? • Why do we need routines? • How can I take responsibility for my learning? 		<p>Key concepts: responsibility, respect, negotiation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need to share responsibility? • What qualities make a good leader? • How does showing respect help us to learn and grow? • What skills do we need to work well with each other? 	

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise images, symbols and key words in simple texts relating to their personal world and use with teacher support.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise key words in spoken texts and respond with actions, such as touching their eyes when they hear the word, <i>mata</i> • listen for sounds and key words in songs, videos and teacher statements and respond using gestures, actions or movement • begin to notice key words in shared reading of simple repetitive or predictable texts, such as big books, digital texts, songs, rhymes or chants • match images and words of familiar objects and people in their personal world. 	<p>Recognise familiar words and phrases in simple written and spoken texts and use in modelled tasks with teacher support.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise key words and phrases in shared reading or singing of simple texts, with teacher support • find familiar key words, images or symbols in simple texts using visual and spoken cues and use information to complete tasks, such as drawing, labelling or matching • show the sequence of a story or event using a simple flow chart or by sequencing picture and word cards • listen to or view simple texts and respond to modelled questions about details relating to colour, size, shape and number. 	<p>Recognise and locate key words and phrases in simple, familiar texts and use in guided tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to or view simple spoken texts and locate key words, for example, relating to likes and dislikes, such as <i>Dia suka es krim, Dia tinggi</i> • locate key words in a range of texts and write, draw, label or list in groups related to parts of speech, such as nouns or adjectives • identify key information in texts and use in own writing, for example, to write key words or simple sentences in speech bubbles • respond to simple questions in shared reading or viewing using contextual and visual clues, such as <i>Apa warna ...? Apakah kamu melihat ...? Dimana ...?</i> • classify and tabulate information from others relating to personal world, for example, results from a class survey related to favourite foods, toys and games. 	<p>Locate and share key information from various texts relating to family, home and local environments and share with peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to or view spoken texts and identify key information, for example, by following directions to locate landmarks on a map or objects in a game, using language such as, <i>di sebelah Barat, kanan/kiri, bagian atas/bawah</i> • survey peers using modelled questions relating to family and home, using language such as, <i>Ada berapa? Apakah kamu punya? Berapa umur?</i> and share results in a simple graph • recall factual information from digital texts, such as video clips, songs or movies and use to write simple sentences with illustrations, or to caption a diagram • listen to and identify key words in a predictable text, for example a class announcement, such as the day and date or a simple weather report. 	<p>Locate factual information relating to home or school routines, interests and leisure activities and share in a variety of ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • question peers to obtain information related to their personal world, such as, by using a survey, questionnaire or interview relating to weekly routines and interests, and record the data in a graph, table, diagram or chart • listen to or view texts relating to Indonesian children’s school routines, interests or leisure activities, and compile and share factual information in a variety of ways, such as a profile, graph or simple report • view digital or print texts, such as images, photos or videos relating to cultural activities or festivals, and compare factual information relating to people, place, date and time • locate key information in informative texts, such as, a menu, catalogue, timetable or schedule, and categorise the information relating to 	<p>Collect and compare information related to lifestyles or experiences and respond in different ways to suit the purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • collect and compare information from at least 2 sources, such as a catalogue, advertisement or commercial and use information to make decisions or to inform others • listen to or view simple texts such as a recount of an event or experience and sequence or order the information related to people, time, location, transport and actions, such as <i>Kapan, Di mana, Ke mana, Dengan siapa? Bagaimana?</i> • compare informative texts such as a holiday brochure, tourist website or poster, record key information and use to create an itinerary or simple travel blog • watch a documentary video or interview relating to Indonesian lifestyles or the environment, take notes and summarise the main points, making connections with own experiences. 	<p>Gather and compare information from a range of sources and respond in different ways to suit the purpose.</p> <p>Students</p> <ul style="list-style-type: none"> • gather factual information, from websites, books and articles, about Indonesian and Australian population density, compare the data and create a table or graph to share the findings • view or read texts relating to young people’s interests and preferences, and consider for example, <i>Apakah informasi ini benar? Informasi ini dari mana? Siapa yang menulis teks ini? Berapa orang setuju?</i> and present using digital formats, such as a voice recording, presentation or video. • read, listen to or view texts and extract key points, for example, about housing, city or rural lifestyles and discuss the information with peers, for example, <i>Anak itu tinggal di kampung/desa/kota, Ada berapa orang tinggal di dalam banjar?</i>

				set criteria, such as price, quantity, cheapest to most expensive, smallest to largest.		<ul style="list-style-type: none"> • research and share information on environmental issues in Indonesia, such as endangered animals, recycling or waste in the form of a poster, graph, or short report.
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<p>Key concepts: discovery, locating, recognising</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we find out new information? • Where can we find the information we need? • How can we recognise the important parts of a text? 	<p>Key concepts: obtaining, selecting, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is factual information? • What are useful ways to gather information? • How do we select the most important information? 	<p>Key concepts: comparing, evaluation, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information we can trust? • Why is certain information better suited to written, visual or spoken texts?
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Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share simple information about self, familiar people and objects using gestures, pictures, familiar words, songs and rhymes.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information about themselves, familiar people or objects using modelled phrases and key words, such as <i>Ini keluarga saya, Ada lima orang di keluarga saya: ayah, ibu, kakak, saya dan adik</i> • view pictures or images of various people and label using key words, such as <i>ibu, bapak, perempuan, laki-laki</i> • listen to descriptions and use visual cues to identify or sort items into categories related to 	<p>Share information about self, people and places of significance using familiar modelled language, pictures, captions, labels and songs.</p> <p>Students:</p> <ul style="list-style-type: none"> • show something of personal significance, such as a favourite toy or a family photo, and share using simple modelled sentences, such as <i>Ini saya, Ini mobil mainan saya, Ini guru saya</i> • label and display objects or classroom items, using familiar words and modelled phrases, such as <i>pensil, penggaris, meja, kursi</i> • listen to or view a repetitive song or story and select key information relating to 	<p>Share factual information about self, people, places and daily life using key words and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • share factual information about themselves, family or daily life using simple descriptive sentences, such as, <i>Saya ke pantai, Ini kelinci, dia putih</i> • create a class recount about a shared experience, such as a class excursion, incursion or school event using modelled sentences, for example, <i>Pada Hari Jumat, kami ke museum, Pada Sports Day, saya pertama di lompat tinggi</i> • share key information visually and in writing, such as by labelling 	<p>Present information about school and neighbourhoods using modelled statements and simple descriptions.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather data on aspects of their school, such as subjects taught, the number of teachers and students or types of buildings and present using graphs or tables or simple statements, such as <i>Di sekolah kami ..., Di sekolah saya ada lima belas kelas, Ada lima ratus murid, Ada kantin, gymnasium, perpustakaan dan kolam renang</i> • collect information related to own and others' neighbourhoods, and present as a labelled map or a class mural with captions, for example, 	<p>Present information relating to personal experiences, interests and the local neighbourhood using simple descriptive statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather information relating to personal experiences or interests and present in a table or graph or use to make simple statements, such as, <i>Dia bermain sepak bola pada hari Sabtu, Ada lima orang suka film itu, Tidak ada murid pergi ke Papua, Kita semua berbicara bahasa Indonesia</i> • present information relating to holidays, special events or experiences, for example, by writing a recount using formulaic language and visuals, 	<p>Convey information relating to each other's personal, social and cultural experiences and present using diagrams, charts, timelines, or as a descriptive report.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey personal information such as a family tree, daily schedule or favourite holiday and present as a labelled diagram, illustration with captions or as a digital presentation using modelled sentences • compare aspects of culture, daily life or the environment and present information using a graphic organiser such as a Venn diagram 	<p>Convey information and opinions relating to personal, social and cultural experiences and present in a variety of ways for different audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey information relating to a significant event such as, attending a concert, festival or sporting event and present in a multimodal format to suit a specific audience, for example a digital presentation or a blog • create an informational poster or video, such as an introduction to their class, school or hometown, for an intending exchange student visit or sister school correspondence

<p>number, colour, shape or size, such as, <i>Itu merah. jumlah binatang ada ..., baju ukuran besar adalah...</i></p> <ul style="list-style-type: none"> • order or sequence events from a familiar story or song, using picture cards, illustrations, by pointing to key words in subtitles or by re-telling using key words and actions. 	<p>people, places or objects to draw, label or caption</p> <ul style="list-style-type: none"> • write captions on a map or on images from Indonesia, such as <i>orang utan</i> for Kalimantan, <i>cabai</i> for Lombok, <i>harimau</i> for Sumatra. 	<p>images on a picture graph or places on a map</p> <ul style="list-style-type: none"> • draw and label aspects of daily routines relating to time using word bubbles or simple modelled sentences, such as, <i>pagi, siang, sore, malam, makan pagi/siang/malam, makanan kecil</i> • view a video clip about an aspect of Indonesian life, and share using a table or graph, for example, types of transport, <i>sepeda, truk, sepeda motor, bis, perahu.</i> 	<p><i>Ada rumah sakit, kantor polisi, dan perpustakaan.</i></p> <ul style="list-style-type: none"> • view images or video clips about aspects of culture, such as products for sale at a market, for example, <i>Bisa membeli buah-buahan dan pakaian,</i> and present as a poster or catalogue with labels or descriptive captions. 	<p>such as images, symbols, photos, illustrations, captions and diagrams</p> <ul style="list-style-type: none"> • gather information from a brochure, menu, advertisement or shop sign and present in a new format, such as a shopping list or guide • present short statements relating to lifestyles, transport or holidays, for example, <i>Saya berjalan kaki ke sekolah, Saya bermain dengan teman saya, Saya berlibur di pantai.</i> 	<p>or a simple descriptive report</p> <ul style="list-style-type: none"> • write a recount or create a simple timeline relating to, for example, a festival, celebration or special event, and present using titles, captions and sentences indicating past tense, such as <i>Pada tahun 2020 ..., Minggu kemarin ..., Dua hari yang lalu ..., Tadi malam ..., Pagi ini</i> 	<ul style="list-style-type: none"> • gather information relating to geographical, cultural or environmental interests and present using a variety of informative texts, such as an infographic, interactive poster or digital display • convey information about leisure activities, a school excursion or personal experience and present in a variety of ways, such as, a report for a school newsletter, a class website, or a short digital presentation.
<p>Key concepts: sharing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What information do we like to share? • What are the ways we can share information? 			<p>Key concepts: informing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness? 		<p>Key concepts: informing, conveying</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across? 	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in shared imaginative experiences and texts and respond through actions, singing, dancing and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing or reading of an imaginative text and respond through actions, such as clapping, dancing or movement • listen to or view stories and respond through movement, actions, play-acting and drawing • participate in singing songs, reciting rhymes and chants and imitate pronunciation of key words or mimic sounds and expression • begin to notice word patterns in repetitive imaginative texts. 	<p>Participate in shared listening, viewing and reading of imaginative texts and respond through singing, dancing and chanting.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared reading of imaginative texts and respond by re-telling, drawing pictures and labelling characters, events or parts of the story • listen to or view songs, rap or chants, and respond using actions, sound, dance and movement • respond to imaginative texts, for example, by using props, puppets or dress-ups to illustrate characters or events. 	<p>Participate in listening to, viewing and reading a range of imaginative texts and respond using modelled language to act-out or re-tell.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to a range of imaginative texts by illustrating, labelling, writing or speaking about characters, places or events • re-tell or re-create texts using actions, puppets, props or pictures with captions • respond to familiar or repetitive imaginative texts by suggesting a new character, location or an alternative ending and acting out scenes • explore imaginative texts such as Indonesian myths, legends, folktales or authentic children’s books and respond by making connections with known stories. 	<p>Engage in imaginative texts and respond by sequencing events and answering questions relating to characters using simple descriptive language.</p> <p>Students:</p> <ul style="list-style-type: none"> • sequence events in texts, for example, by creating a storyboard using pictures, illustrations and captions using simple modelled language • respond to a range of imaginative texts by answering questions about characters, places and events, such as, <i>Siapa? Apa? Di mana?</i> • listen to, read and view a range of imaginative texts and respond using movement or drama to re-tell events or to describe characters • act out favourite scenes, characters or events from familiar imaginative texts using movement, actions and modelled statements. 	<p>Engage in a range of imaginative texts and respond by answering questions and sharing opinions and reactions to characters and events.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, read and view a variety of imaginative texts and respond to questions about characters, ideas and events, before, during and after reading, such as <i>Apa judulnya? Kamu melihat apa? Apakah kamu melihat ...? Apa nama ... dalam Bahasa Indonesia? Mau apa ...? Mengapa ...? berlari/berteriak/makan? Mengapa ... sedih/takut/marah? Bagaimana karakter/sifat ...?</i> • express personal opinions and reactions relating to characters or events from imaginative texts, for example, by using a puppet or mask to share opinions about a character or event using modelled language, for example, <i>Saya suka ..., Dia lucu, Tikus pintar dan baik</i> 	<p>Engage in and identify key aspects of imaginative texts and share own feelings and responses using modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • share key messages in imaginative texts, such as the moral of a story, a message in a song, or a quality of a character, <i>cerdik, sombong, baik hati</i> • adapt key aspects to create a new version of a familiar text, such as, by changing the order of events, creating a new character, changing the location or giving an alternative ending, and share responses to the new versions with peers • make personal connections with own experiences, in relation to the characters or events, and share opinions, thoughts and feelings using modelled language, such as <i>Ceritanya tentang..., Lagunya tentang ..., Saya pikir....</i> 	<p>Engage with a variety of imaginative texts and identify cultural meaning or aspects, such as main events, themes and key messages.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with imaginative texts, recall characters, events and cultural meanings or messages, and respond to questions, for example, <i>Siapa? Di mana? Berapa lama? Apa?</i> • share and discuss reactions to texts such as stories, television programs and songs that reflect contemporary Indonesian culture or values such as respecting parents, appreciating diversity or being a good friend • share understanding of a plot, message or sequence in a text, such as by sequencing using a storyboard, labelling key events or creating a timeline • respond to imaginative texts, such as a short story, comic or television program, by writing a recount, short description or a review, using modelled language.

				<ul style="list-style-type: none"> • respond to the characters, places and themes in imaginative texts, by sharing reactions, such as <i>Saya sedih/takut/senang saat/waktu</i> 		
<p>Key concepts: imagination, participation, interaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is imagination? • How does joining in help us enjoy an experience? • What makes a good story? • How does the story make me feel? 			<p>Key concepts: engagement, character, description</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does a story draw me in? • How do I connect with the characters? • How can descriptions help us to enjoy a story and connect with a character? • How can stories help us learn about languages and cultures? 		<p>Key concepts: message, response, opinions, relating</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there a message in every story? • What experiences in my own life does this imaginative text remind me of? • What do I think about the message in this imaginative experience? • How can we learn about languages and cultures through performances and stories? 	

Thread: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create and share simple imaginative texts with teacher and peers using verbal and non-verbal forms of expression.</p> <p>Students:</p> <ul style="list-style-type: none"> • rehearse and perform familiar songs or action stories, with support, using sounds, familiar words and non-verbal forms of expression, such as clapping, facial expressions and movement • share ideas in class discussions to create shared imaginative texts, for example, act out or re-tell a familiar story • express own understanding of imaginative texts 	<p>Create and share simple imaginative texts using actions, sounds, familiar words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • contribute ideas to create a shared text using modelled words and phrases, such as a class big book based on a shared experience, for example, <i>Hari ini kelas kita pergi ke kebun binatang</i> • participate in the performance of songs, chants and rhymes using repetitive language or rhyming words • create an imaginative creature, character or object using familiar words, for example, a new fruit using the first 	<p>Create simple imaginative texts using familiar words and phrases and participate in shared performances and games.</p> <p>Students:</p> <ul style="list-style-type: none"> • create own version of a story, such as by sequencing picture cards with captions, creating a mini book or a storyboard with labels using modelled language, for example, <i>Pada hari Senin, si ulat makan</i> • create simple imaginative texts such as a mini book using familiar words and phrases • create new versions of familiar texts by, for example, changing characters or the setting, 	<p>Create and present short imaginative texts using familiar phrases and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create or re-imagine imaginative texts such as a dialogue or short skit using familiar phrases and expressions and perform to the class or a buddy class • write or re-create part of an imaginative text, for example, by contributing a page for a class big book, using modelled text with repetitive, predictable language • select and sequence a variety of images, illustrations and written captions to create 	<p>Create and present short imaginative texts using formulaic expressions and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create, rehearse and perform a range of imaginative texts with peers, for example, by singing an original song, participating in a mock talent show or performing a <i>wayang</i> scene using both rehearsed and spontaneous language • create written, digital or visual imaginative texts, such as a big book, comic or slideshow, for example, <i>Harimau menangis, Kodok cari teman</i> 	<p>Create imaginative texts using modelled language and perform or present to a specific audience.</p> <p>Students:</p> <ul style="list-style-type: none"> • create own short, imaginative texts, such as a story, skit, song or poem and perform for a younger class, a visiting guest or as part of an online sister school presentation • adapt an alternative version of a known song, rhyme or poem using formulaic language structures and perform to a younger class • create an imaginative character, storyline and mode of delivery to 	<p>Create imaginative texts to express own ideas and perform or present to a variety of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create texts for enjoyment and interest, such as, a picture or model of an imaginative character, event or location with a title, captions or a detailed description • create imaginative texts to share, such as, a radio advertisement, a TV commercial for a new product or a short film • create and perform a poem, rap or song, experimenting with repetition, rhyme and rhythm, such as, a shape

<p>through drawing, making or painting</p> <ul style="list-style-type: none"> • copy or re-create new actions for a traditional or modern Indonesian dance, song or story • participate in a range of Indonesian children’s games or action songs and create own pictures for a shared book or class display. 	<p>part of <i>mangga</i> and last part of <i>jeruk</i></p> <ul style="list-style-type: none"> • listen to or view various types of Indonesian music played with traditional and modern instruments and express personal response through movement. 	<p>adapting key words in a song, or adding a new verse</p> <ul style="list-style-type: none"> • perform short, simple imaginative texts, such as a song, rap or rhyme using familiar words, phrases and language patterns • create a visual artwork with titles or captions and use modelled language to present to the class or at an assembly. 	<p>different stories and share with the class</p> <ul style="list-style-type: none"> • create a photo montage, visual display or original artwork with captions, using familiar descriptive phrases • create a simple descriptive poem, based on a familiar structure, such as a shape or acrostic poem. 	<ul style="list-style-type: none"> • produce short texts to express own ideas and imagination, such as a visual artwork with captions or titles, a cartoon, story or rap and present or perform using formulaic phrases and modelled language. 	<p>present a short story, using modelled language</p> <ul style="list-style-type: none"> • rehearse and perform a traditional, modern or popular Indonesian song or dance • create a digital avatar, write and record short texts using modelled language, and use the avatar to present the text. 	<p>or acrostic poem, or a song, for example, about sport, <i>Tim saya hebat</i></p> <ul style="list-style-type: none"> • design an original creative artwork, such as a painting or sculpture and describe own ideas using modelled, formulaic sentences.
<p>Key concepts: re-creating, imagination</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When we listen to the same song in different languages, what changes and what stays the same? • What do we need to tell a good story? 			<p>Key concepts: creating, re-imagining, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I re-tell a story without losing the message? • How can I make my presentation or performance entertaining? 		<p>Key concepts: adapting, performance, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I make my work more engaging? • How can I adapt an imaginative text without losing the key message? • How can I share my languages and cultures through performance? 	

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to translate familiar words and simple phrases with teacher support using words, actions and images to show meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to and sing familiar songs, read illustrated stories and match words to pictures in games, noticing that both words and actions have meaning • listen for similar sounding words in Indonesian and English to predict meaning, for example, <i>sekolah, balon</i> • view or watch videos, photos, posters and charts to predict meaning of words, expressions and gestures. 	<p>Translate familiar words and simple phrases using visual cues and word lists and share meanings of common gestures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice familiar and unfamiliar words in shared texts and begin to translate using classroom resources, such as wordlists, charts, posters and visual displays • recognise and translate high frequency words when participating in shared reading or viewing texts, using contextual clues to assist meaning-making • share the meaning of common gestures used in Australia and Indonesia with peers. 	<p>Translate familiar words and commonly used phrases and notice how words and gestures have meanings across languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate frequently used words and phrases and notice the meanings of the components of some words, for example, <i>Selamat</i> is a salutation and <i>pagi</i> refers to the time of day • translate familiar words using visual dictionaries, word lists and picture cards, and share meanings with peers • begin to notice word order when translating simple, modelled sentences • notice culture-specific words and practices, for example, <i>sholat, Pancasila</i> • notice that gestures carry meaning, for example, using a thumb compared to the index finger to point. 	<p>Translate high-frequency words and phrases in familiar texts and share meanings.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate high-frequency words and phrases from a range of familiar texts, for example, labels, captions or posters in the classroom • translate familiar phrases, such as greetings, and share meanings, for example, <i>Sampai jumpa, Sampai jumpa lagi</i> • interpret common gestures, body language or facial expressions, noting how meanings can change between languages or contexts • translate high-frequency words or phrases, images and symbols from simple texts, noticing that some carry cultural meaning • share words, phrases and expressions that are difficult to translate, noticing that words do not always correspond across languages. 	<p>Translate words, phrases and expressions in simple texts, and share those that do not translate easily.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify key vocabulary from a story or song and translate using a dictionary, word list or poster, noticing when there is non-equivalence • translate Indonesian texts such as street or public signs, using visual or contextual cues and share interpretations with peers • notice that some words or phrases require further explanation, for example, <i>Tanah Air, sedikit-sedikit</i> • notice that some expressions do not translate easily due to cultural meaning, for example, <i>cuci mata</i>. 	<p>Translate simple texts and discuss words, phrases, images or gestures that require interpretation or explanation.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate simple texts with graphics, such as infographics or posters, noting that word for word equivalence is not always possible • translate simple texts and interpret words and expressions that do not translate directly, such as <i>gayung</i> • notice that expressions and phrases used in greeting cards or personal interactions reflect culture, such as <i>Assalamu’alaikum</i>. 	<p>Translate short texts and recognise that meanings do not always correspond across languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate the meanings of words or phrases according to the context used, for example, the phrase <i>Ayo cepat!</i> could be encouraging or scolding depending on why or how it is used and who uses it • translate information texts such as advertisements, brochures, menus and food packaging and discuss how meanings and graphics might be interpreted • translate texts between languages using a variety of resources, such as digital or hard copy dictionaries, or online translators and compare the results with peers • recognise and interpret gestures, behaviours and expressions, for example, when viewing a television commercial, video clip or interview.

<p>Key concepts: noticing, translation, sharing, prediction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does translate mean? • When do I need to translate? • What helps us predict what words might mean in another language? • Why do people use body language and gestures when explaining? 	<p>Key concepts: translation, interpretation, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do words that look and sound the same always have the same meaning? • What words and gestures are similar in the languages you know? • What do I notice about word order when translating simple sentences? 	<p>Key concepts: interpretation, explanation, translatability, context</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When is translating and interpreting needed? • How can I translate a text without losing the meaning? • How do I explain cultural sayings or expressions that have no direct translation? • When should I interpret or translate?
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Thread: Creating bilingual texts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shared bilingual texts using modelled words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual texts such as labels, posters, table mats or charts to display in the classroom or to share with family • draw pictures and copy or trace frequently used words, for example, <i>ibu, bapak, anak, guru</i> • create and share a bilingual or multilingual spoken text, such as a song or simple repetitive story • create a page for a bilingual story, shared dictionary or phrase book for shared use. 	<p>Create simple bilingual texts using modelled words, phrases and simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a personal or shared bilingual picture dictionary using words and illustrations • create a shared bilingual text such as a big book, captions for a picture montage, a song or puppet play • use key words or familiar phrases from a familiar song to create a bilingual text such as a picture and word list or poster. 	<p>Create simple bilingual texts using modelled words, phrases and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a bilingual display for the classroom or school using titles, simple captions or signs, for example, <i>sawah, sepak takraw, lapangan sepakbola, lapangan bola net</i> • create sets of bilingual word cards in Indonesian and English to play matching games, such as Memory or Snap • recount a shared event or experience using modelled phrases and sentences in Indonesian and English, for example, <i>Ini kelas kita di kolam renang, Ini marmot kelas kita, namanya Henry</i> • create a simple bilingual presentation, using modelled phrases and sentences and present to peers or at a school assembly, for 	<p>Create simple bilingual texts using modelled vocabulary and language noticing similarities and differences between languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a simple bilingual text, for example, to introduce a person or character, using visual and print resources such as a dictionary, word list or grammar chart, noticing changes in word order • create a bilingual mini book based on a familiar text noticing similarities and differences between versions and translations, and share with peers or younger students • create a simple bilingual text with illustrations and captions, such as a comic strip, using modelled language • create and share bilingual versions of familiar songs or stories, selecting key 	<p>Create bilingual texts and resources for peers and the school community.</p> <p>Students:</p> <ul style="list-style-type: none"> • produce bilingual versions of school signs or posters using print or digital resources for the school community and discuss how to represent meaning in various languages • create a bilingual resource to assist peers to engage in a simple story or song, such as a wordlist or sentence card • create a bilingual personalised text, such as a greeting card, for a peer, family member or a member of the school community • create a bilingual description of a person, place or object using online bilingual dictionaries and share with the school community, for example, 	<p>Create descriptive and informative bilingual texts for a range of purposes using bilingual dictionaries and online translators.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a bilingual procedural text such as instructions to play a game or a recipe for cooking, noticing words which are difficult to translate • create classroom resources with simple instructions, such as a bilingual card game or boardgame • create a bilingual recount of events or experiences for the school newsletter or website and discuss choices available between languages, such as word choice, expressions and word order. 	<p>Create bilingual texts for a range of purposes to suit a range of audiences, using bilingual dictionaries and online translators.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a bilingual invitation or advertisement for a class or school event using print or digital resources to inform a range of audiences, for example, an invitation to Languages’ Day • produce and access shared bilingual learning resources, such as a print or digital word bank or a glossary of expressions • create, modify or adapt an information text, such as a weather report or a virtual tour of the school, using an online translator and digital dictionary • perform or present a bilingual role-play, skit or presentation for a buddy class, assembly or concert, using

		example, an introduction to greetings In Indonesian, English and other known languages.	words to alternate between languages.	on a blog or in the school newsletter.		Indonesian and English for supporting explanations.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need bilingual stories? • What languages can I use? 		<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why could it be useful to have more than one language when creating texts? • How can we communicate when we don't speak the same language? 		<p>Key concepts: creating, audience, bilingualism, mutlingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What would help or hinder me when creating bilingual texts? • What real-life situations would be helped by a bilingual or multilingual text? • How does being bilingual or multilingual help our learning? 		

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice ways in which Indonesian people communicate and share what feels new or interesting.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice people interacting in various cultural contexts, such as when viewing videos, images, stories or songs and share ways that messages are communicated, such as by using words, body language or gestures • begin to notice some words, phrases and gestures that are new or interesting • notice similarities and differences in children’s lives in Indonesia and Australia, such as everyday activities in the home, at school or ways of celebrating special events. 	<p>Notice and share how Indonesian looks and sounds when interacting with teacher and peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • experiment with using Indonesian to interact with each other, noticing changes in the use of voice, sounds, gestures and body language • participate in playing Indonesian children’s games and share responses or reactions, such as ‘I like it when’ or ‘That word sounds like ...’ • notice ways of speaking in Indonesian that are similar or different to their own ways, such as ways of greeting, thanking or apologising • view images and texts showing aspects of Indonesian daily life and make connections to their own experiences, for example, ways of travelling to and from school or eating meals at home. 	<p>Notice ways that people behave or communicate and make connections to own experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and respond to Indonesian lifestyles, cultural practices or celebrations and make connections with their own experiences • describe what they notice when using Indonesian, such as when singing a song, engaging in shared reading, interacting with peers or watching or hearing people speak Indonesian, for example, <i>Kamu melihat apa</i> • notice and share ways that children in Australia and Indonesia play games, eat food, participate in school, or speak with family or friends • share observations or experiences of ways people might demonstrate respect or politeness, for example, by addressing others with <i>Mbak/Mas/Kak/Dik/Tante/Paman</i> and allowing older people to walk in front of the younger people. 	<p>Recognise that behaviours, expressions and gestures carry cultural meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that expressions, gestures and body language carry cultural meaning, for example, the choice of finger when pointing or degree of eye contact • recognise ways of showing politeness, such as, making requests and expressing gratitude, for example, <i>Tolong ...</i>, <i>Terima kasih</i>, <i>Boleh saya ...?</i> • notice etiquette associated with eating, such as not eating with one’s left hand and waiting to be invited to eat, <i>Silahkan makan</i> • explore and discuss how their own language or behaviour changes in a variety of contexts or situations, such as at home, school or a friend’s house. 	<p>Recognise that language and behaviour reflect cultural values.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that culture is reflected through language by terms and expressions such as, <i>jam karet</i> • recognise ways of showing respect and politeness in Indonesia, such as bending when passing between people, nodding when greeting others and using a soft handshake • share own experiences of how they communicate in different contexts and situations, and discuss differences in gestures, behaviour, language choice and politeness • recognise cultural practices related to special occasions such as <i>Ramadan</i>, <i>Idul Fitri</i> and explore connections with their own experiences. 	<p>Engage in intercultural experiences and share reflections, reactions or assumptions about those experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in intercultural experiences, such as sitting on the floor and eating quietly, using only the right hand during a class party, or watching an Indonesian dance or <i>wayang kulit</i> performance, and share reactions to those experiences • engage in modelled conversations with Indonesian speakers, in person or online, noticing language choice and cultural behaviours, such as body language when greeting, volume of speech or choice of information to share • consider how it feels to adjust own behaviour or language when using Indonesian, for example, beckoning by pointing with index finger or with palm down or touching top of head • notice own assumptions about languages and cultures when engaging in intercultural 	<p>Explore and compare reactions or assumptions before, during and after intercultural experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and compare ways of showing politeness or respect, such as, giving an answer that may be incorrect as a way of saving face, or using facial gestures such as smiling when being reprimanded • view a variety of images, photos or videos of authentic interactions and record and discuss assumptions or reactions • engage in intercultural experiences, for example, applying the principles of <i>gotong royong</i> in the school or classroom, and compare assumptions before, during and after the experience, identifying any perceived changes, for example, ‘I first thought...., Now I think...What about you?’ • consider how it might feel to visit a school or home in Indonesia and be asked questions, such as <i>sudah mandi?</i>

					experiences, such as assuming that all people in Indonesia live a similar lifestyle, and consider what assumptions people in Indonesia might hold about people living in Australia.	
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<p>Key concepts: noticing, culture</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures are around us at home and school? • What do I feel or notice when experiencing a new language? 	<p>Key concepts: exploration, connection, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What unites our class and school? • What connections do I have with Indonesian and its cultures? • When do we adjust the way we speak and behave? 	<p>Key concepts: reflection, comparison, diversity, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is an intercultural experience? • How does knowing languages change the way I communicate? • How can we show respect for diversity?
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Thread: Identity in intercultural interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that they and others belong to groups and recognise that languages are used to communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice groups that they belong to such as, family, class and school • recognise that people use languages and gestures to communicate • notice languages they speak, know or are learning and the people with whom they speak these languages • recognise that specific terms are used to identify people, for example, <i>anak, perempuan, laki-laki, adik, kakak</i> • begin to notice how aspects of language and 	<p>Identify various groups to which they belong noticing ways that people communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify self as being a member of various groups, such as, friendship, sports or activity groups and notice ways that each group communicates • notice and share languages spoken in the class or community and share some ways of communicating, such as gestures, words or phrases they have heard • notice how people communicate in texts, such as when viewing videos, stories or songs 	<p>Identify and share aspects of self, noticing how these are part of one’s identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify broader groups to which they belong, such as friendship, interest or community groups and share by drawing pictures and writing simple captions • reflect on and share their own characteristics, interests and preferences and understand how these form part of their identity, for example, favourites, skills and preferences • identify and share the languages they know and are learning, for example, <i>Bisa berbahasa Indonesia dan Inggris.</i> 	<p>Recognise and explore the relationship between identity and a sense of belonging.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore aspects of belonging to different groups, such as the roles, relationships, behaviours and languages used in each group • create and share personal texts that represent elements of their own identity, such as a personal crest, photo journal, self-portrait or identity poster and explore responses to these • recognise and describe elements which contribute to belonging such as shared behaviour and language, school uniforms, sports’ colours, 	<p>Recognise and share how intercultural experiences influence communication, relationships and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a digital profile, avatar or montage and consider elements of their own identity they would choose to share, for example, with a peer or Indonesian pen friend, <i>Saya berasal dari ... Saya berumur ..., tahun, Saya anggota klub ..., Saya anak ke... di keluarga saya</i> • reflect on interactions with different groups, such as teachers, coaches, family members or new acquaintances and share how language choice and behaviour might impact on relationships 	<p>Reflect on and discuss how learning Indonesian influences own thinking, behaviour and interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • consider own interactions or experiences and reflect on behaviours or language choices such as, conscious use of gestures or ways of showing respect and politeness • listen to, view or read a variety of Indonesian and English texts, and reflect on and discuss perspectives and assumptions • engage in and reflect on a variety of intercultural experiences, such as real or simulated excursions to an Indonesian school, restaurant or market and consider how they might 	<p>Reflect on and discuss the impact intercultural experiences and the learning of Indonesian have had on their identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and share a personal text, such as a digital profile, emblem, motto, self-portrait or caricature that express their identity, including their identity as a language learner, and consider how learning Indonesian has impacted on their own identity • describe how learning Indonesian might influence their own behaviour and language use inside or outside of the classroom, and record reflections using digital or written tools

<p>culture contribute to their own identity, such as ways of behaving or use of greetings and gestures.</p>	<ul style="list-style-type: none"> • identify what makes them who they are, for example, by drawing pictures, symbols, logos or flags, or beginning to write words or expressions in known languages. 		<p>shared ideas or common goals, for example, <i>Saya bermain bola basket, Seragam berwarna merah dan putih.</i></p>	<ul style="list-style-type: none"> • recognise and share visual representations such as concept maps, digital posters or multimodal presentations to illustrate relationships and membership of various groups or communities. 	<p>behave or interact with each other</p> <ul style="list-style-type: none"> • create and share texts that represent elements of their own identity. 	<p>such as a blog or learning log</p> <ul style="list-style-type: none"> • reflect on and share thoughts, feelings or reactions to learning Indonesian and consider whether own assumptions about learning have changed, for example, ask themselves, 'What did I first think about learning Indonesian and what do I think now?'
<p>Key concepts: identity, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What does belonging look like, sound like and feel like? 			<p>Key concepts: reflection, identity, self-awareness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language groups and cultures do I belong to? • What do we all have in common? • How do I fit in the world? 		<p>Key concepts: identity, reflection, decentring</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I learn Indonesian, what can I learn about myself? • Who am I when I interact? • What's my place in this world? 	

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and mimic sounds and rhythms of simple spoken Indonesian, and how they are represented in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice that Indonesian words are made up of sounds which can be written using combinations of letters • imitate or repeat the Indonesian sounds and notice the shape and feel of their mouth and throat • mimic modelled pronunciation of words to hear the sounds, for example, <i>es krim, apel</i> • build phonic awareness by repeating words and phrases to practise focus sounds, such as trilled <i>r</i>, by singing repetitive songs, playing games and engaging in choral reading of texts • begin to notice punctuation in texts. 	<p>Notice and reproduce the sounds and rhythms of spoken Indonesian, and notice that the sounds are represented using the Roman alphabet.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that the Indonesian and English alphabets look the same and the letters are formed the same way but some of the sounds are different • imitate the sounds of the Indonesian alphabet using letter and word videos and songs • mimic and begin to reproduce orally and in writing, the sounds and rhythms of Indonesian by listening for particular sounds in words, such as the initial or final sound and writing or saying the corresponding sound • play word games to match letters with their Indonesian sounds • notice and start to experiment with punctuation. 	<p>Recognise the sounds of the Indonesian alphabet and experiment with saying and writing them in simple high frequency words.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and imitate the pronunciation of Indonesian sounds, for example, vowels, trilled <i>r</i>, <i>c</i> (ch) and the unaspirated sounds <i>p</i>, <i>t</i> and <i>k</i> • recall and sound out high frequency words and write them, making close approximations to the correct spelling • notice that statements, commands and questions have different intonation • experiment with sounds and emphasis such as onomatopoeic words, for example, <i>meong</i> or <i>ngeong</i>, <i>hacciihh</i> • apply basic punctuation to texts. 	<p>Recognise and develop pronunciation, intonation and phonetic knowledge in high frequency words and experiment with them in simple familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise high frequency words in written and spoken texts and reproduce Indonesian pronunciation in own spoken texts • recognise loan words in written texts and read them aloud using Indonesian pronunciation • create and refer to own or a shared dictionary of high frequency words when creating texts • copy, sound out and spell sounds in high frequency words and phrases and use these sounds when writing new words. 	<p>Recognise pronunciation and intonation, further develop phonetic knowledge, and use in familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that different intonation and writing conventions are used for statements and questions, for example, <i>Kamu suka apel</i> with falling intonation is a statement and is written with a full stop, and <i>Kamu suka apel?</i> with rising intonation is a question and is written with a question mark • recognise connections between Indonesian and English sounds, for example, <i>c</i> is the ch sound in ‘cheese’; <i>g</i> is the hard g in ‘gun’ but never soft as in ‘germ’; <i>k</i> is a soft sound if it appears at the end of a word, for example, <i>tidak, kakak</i> • recognise that using the imperative form <i>-lah</i> with appropriate intonation softens its force and shows consideration, for example, <i>Berbarislah, Angkatlah tangan.</i> 	<p>Recognise even stress patterns and apply phonetic and syllabification knowledge when writing familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that Indonesian words can be broken into syllables and each syllable has even stress, for example, <i>me-rah, ke-pa-la</i> • reproduce the Indonesian sounds of letters to make close approximations when decoding and encoding less familiar words • recognise that some letters and letter combinations of the English alphabet do not feature in Indonesian words, such as, ‘q’, ‘qu’ • demonstrate increasing automaticity in applying Indonesian letter/sound knowledge • recognise how to use emphasis to enhance meaning, for example, by extending the stress on word endings <i>besarrr, takuuuut.</i> 	<p>Recognise the sound and pronunciation of less familiar phonemes in words and apply Indonesian spelling conventions when writing a variety of texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the difference in pronunciation of less familiar phonemes in the middle of words, such as, <i>ng, ngg, dengan, tangan, tinggal, tanggal</i>, and intonation of polysyllabic words, for example, <i>mendengarkan, berbelanja, berselancar</i> • notice the pronunciation and spelling of phonemes <i>ny</i> and <i>ng</i> at the beginning of words, for example, <i>nyamuk, Nyoman, ngantuk</i> • recognise and apply the Indonesian pronunciation and spelling conventions to loan words from English or other languages, for example, <i>komputer, roket, telepon.</i>

<p>Key concepts: systems, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What connections are there between alphabets? • What sounds do I recognise? • How is Indonesian like/not like English? • What symbols do we use for sounds when writing? • What is punctuation and what does it do? 	<p>Key concepts: systems, sound, pronunciation, writing, pattern</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is similar about the sounds of Indonesian? • What is similar about the way Indonesian is written? • What patterns do I recognise? • Why are some sounds in Indonesian hard for me to make? • Does punctuation matter? 	<p>Key concepts: systems, sound, intonation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are symbols used to communicate meaning? • How can the sound of a word help us to write it? • How do questions and statements sound different? • How is language like a code?
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Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice basic features of grammar and frequently used words.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that words are ordered in a particular way, for example, <i>Selamat</i> is said first in many greeting and farewell salutations • notice and use concrete nouns to name and label common objects, for example, <i>pensil, buku, pintu</i> • imitate and follow modelling of action words using simple verbs, such as, <i>duduk, makan, minum</i> • recognise that quantities of things are referred to by cardinal numbers, for example, number words <i>nol</i> to <i>sepuluh</i> • begin to use metalanguage to name simple grammatical terms or punctuation, such as letter, word, full stop and capital letter. 	<p>Notice context-related vocabulary and some basic features of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and use appropriate pronouns, for example, <i>Ibu, Pak</i> • notice the function of imperatives and use them to give peers instructions, for example, <i>duduk, lipat tangan, berdiri</i> • use the word <i>tidak</i> to negate verbs • interact with each other using auxiliary verbs, for example, <i>ada, mau, boleh, bisa</i> • notice how things are described using noun-adjective phrases, for example, <i>meja biru, marmot nakal</i> • notice patterns and repetition in counting when using cardinal numbers and use when talking about age or number of items, for example, <i>Umur saya enam tahun. Ada tiga buku.</i> 	<p>Notice and use high frequency words and phrases and key features of grammar to create simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise question words relating to people, actions, location or quantity, for example, <i>siapa, apa, di mana, berapa</i> • recognise possessive word order, for example, <i>Nama saya ..., Ibu saya ...</i> • use demonstratives, nouns and adjectives to describe the colour, size, shape or character of a person, place or thing using modelled sentences, for example, <i>Ini pena ungu, Itu anjing besar</i> • express modality, for example, <i>mau, ingin, boleh, bisa</i> • recognise joining words or phrases and use conjunctions, for example, <i>dan, tetapi</i> • use metalanguage to name sentence level grammatical elements, 	<p>Recognise and use familiar context-related vocabulary and common features of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • use nouns to identify places in the community, for example, <i>taman, gereja, mesjid</i> • use simple base verbs to describe actions, for example, <i>main, jalan, lompat</i> • recognise and apply the basic rules of punctuation, such as, capital letters and full stops for sentences • describe people and animals using pronouns, adjectives and conjunctions, for example, <i>dia, teman saya baik hati, kucing saya lucu dan kecil</i> • recognise that plurals are made by duplicating words, for example, <i>buku-buku</i> • expand use of metalanguage to talk 	<p>Recognise and use context-related vocabulary and key features of basic grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • use the rules for subject-verb-object sentence construction to create texts related to personal world, for example, <i>Saya makan soto ayam</i> • use possessive word order, for example, <i>Adik laki-laki saya ..., Tas teman Budi</i> • describe objects using adjectives and concrete nouns related to personal world, for example, <i>kamar tidur saya kecil, di ruang kelas saya ada meja-meja dan kursi-kursi tulis besar</i> • describe quantity using cardinal numbers, such as, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix • specify location and direction using prepositions, for 	<p>Understand and use key grammatical features and context-related vocabulary.</p> <p>Students:</p> <ul style="list-style-type: none"> • use prepositions to specify the location in time using <i>pada</i>, and place using <i>di, dekat</i>, and position such as <i>atas, dalam, belakang</i>, for example, <i>Teman saya tinggal dekat rumah saya, Sepupu saya bermain tenis pada hari Kamis</i> • use pronouns to refer to people and things, for example, <i>kami, kita, kamu</i>, and indicate possession using <i>-nya</i>, <i>mereka, kami/ kita</i> • seek information and explanation using question words, for example, <i>dengan siapa? untuk apa?</i> • use exclamations to express reactions, for example, <i>kasihan, hebat, asyik</i>, direct each other using imperatives, for example, <i>jangan, cepat</i> and invite each other using polite forms, for 	<p>Understand and apply knowledge of grammatical features and vocabulary to create a range of sentence types.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply knowledge of vocabulary and grammar to construct descriptive texts about people, activities and things using expanded simple, compound and complex sentences, for example, <i>Saya suka membaca buku misteri karena menarik</i> • use prepositions or adverbs to subject-verb-object word order, for example, <i>Saya menonton film di bioskop dengan teman saya</i> • describe frequency using adverbs, for example, <i>selalu, kadang-kadang</i> • create cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah</i> • refer to relationships between people and things using prepositions,

		such as joining words, conjunctions.	about grammatical terms and punctuation, for example, plurals, nouns, verbs, pronouns.	example, <i>Ada buku di atas meja, Belok kanan</i> <ul style="list-style-type: none"> • use conjunctions to link ideas, for example, <i>tetapi, atau</i> • refer to a developing bank of grammatical terms and punctuation using metalanguage. 	example, <i>duduklah, silakan</i> <ul style="list-style-type: none"> • describe actions using <i>ber-</i> and <i>me-</i> verbs, for example, <i>berbicara, memakai</i> • understand and apply basic rules for sentence structure, word order and the use or non-use of verb tenses • use metalanguage to name grammatical elements such as parts of speech and syntax. 	for example, <i>untuk, kepada</i> <ul style="list-style-type: none"> • locate events in time, for example, <i>hari ini, besok, kemarin, sudah, belum, Besok saya akan pergi ke toko untuk membeli bola</i> • express quantity using cardinal numbers such as, <i>ratus, ribu</i> • compare and evaluate using comparatives and superlatives, for example, <i>lebih, daripada, paling.</i>
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<p>Key concepts: systems, grammar, vocabulary, naming</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the building blocks of a language? • What do I notice about word order? 	<p>Key concepts: systems, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we name the different parts of sentences? • When does a phrase become a sentence? 	<p>Key concepts: systems, application, metalanguage</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does metalanguage help us learn? • What elements improve a sentence? • Does grammar always matter?
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Thread: Text structure and organisation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that people convey information in different ways and texts can be spoken, written, digital, visual or multimodal.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, read, or view a variety of simple texts, noticing that texts can be spoken, written, visual, multimodal or digital • notice that stories can be pictorial, told, read, acted out or made into movies • notice there are different types of texts, such as, physical books or digital 	<p>Notice that language is organised as text, and that texts have different features.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that language is used to communicate ideas and that it can be organised into different types of texts such as, chants, songs, books, labels or captions, each with its own features, such as layout, page numbers, rhyme or repetition • begin to apply familiar text features in own texts 	<p>Recognise that language is organised as text and use some features of familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that texts have a purpose, for example, a recount describes a past event, such as <i>Pada suatu hari</i> and a greeting card can convey feelings, <i>Saya sayang kamu, Saya cinta padamu</i> • recognise some features of familiar texts such as greetings in a conversation, the chorus 	<p>Recognise text features and writing conventions in simple, familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the layout and text features of different types of texts, for example, dot points or numbers in a recipe, shopping list or menu • recognise and compare the use of different text features and writing conventions, such as layout, title, illustrations and punctuation, for example, compare text features in a picture 	<p>Recognise and use text features and writing conventions in familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise features in English and Indonesian texts, for example, structure, layout or language used • recognise the features of a procedural text, for example, when giving or writing simple instructions or procedures, and apply these features in own texts • use information from one type of text to 	<p>Understand and begin to apply text features and writing conventions to suit different purposes.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that different texts features and conventions are used for different reasons, such as, dot points to separate steps in a procedural text or paragraphs in a narrative • recognise and compare writing conventions in Indonesian and English texts, such as the use of speech marks and apply to own writing, for 	<p>Identify and apply text features, writing conventions in own texts to suit different purposes and audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and apply register to different types of texts, for example, <i>Bapak-Bapak dan Ibu-Ibu</i> is used in speeches, <i>kamu semua</i> is used with peers, <i>Anda</i> is used for advertisements and <i>Yth.</i> is used in emails or letters • identify text features, writing conventions, purpose and intended audience of a range of

<p>books, spoken and written texts, wall charts and displays in the classroom</p> <ul style="list-style-type: none"> • begin to use metalanguage to name familiar oral and written texts, such as a story, rhyme, song or video • notice that rising intonation indicates a question and short, sharp intonation indicates a warning. 	<ul style="list-style-type: none"> • begin to use metalanguage to share ideas about different types of texts, such as stories, songs, poems, games, rhymes • notice that different types of stories can be translated into different languages and presented in written, spoken or multimodal ways. 	<p>in a song, or the rhyme or rhythm in a poem</p> <ul style="list-style-type: none"> • recognise that texts may include images, symbols, words, phrases and sentences • use simple text features, such as titles, diagrams and labels, or illustrations and captions in own texts. 	<p>book, e-book, video clip or movie</p> <ul style="list-style-type: none"> • recognise features of written texts, including any accompanying images, for example, a greeting card, postcard or written message. 	<p>create another, for example, create a shopping list from a recipe, a wordlist from a weather report or a poem from story.</p>	<p>example, in a short skit, interview or script</p> <ul style="list-style-type: none"> • choose a specific type of text and its relevant features according to the purpose, such as when creating a recipe, instructions, poster or advertisement • recognise how the layout, graphics, language conventions are used to convey meaning. 	<p>types of texts, such as voice or text messages, comics, or menus and apply to own texts</p> <ul style="list-style-type: none"> • identify and apply language features, such as, superlatives in advertisements that persuade, for example, <i>terbaru, paling sehat</i>, the imperative in signs that advise or prohibit, for example, <i>dilarang</i>, salutations in emails, for example, <i>yang baik, salam dari</i>, and declaratives in announcements that inform, such as, <i>Minggu depan pada waktu</i>.
<p>Key concepts: conventions, structure, noticing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When do words become a text? • What do I notice about texts around me? 			<p>Key concepts: conventions, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the layout of a text help? • How can images help us understand writing? 		<p>Key concepts: conventions, format, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do texts in all languages have the same features? • Does format matter? 	

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that there are different ways to greet and interact with different people.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice the greetings that are used at different times of the day and with different people • notice that adults are referred to as <i>Ibu</i> or <i>Bapak</i> • notice that language use and behaviour vary according to the context, such as, formal and informal language or voice volume used inside and outside of the classroom. 	<p>Notice that language use varies according to the situation and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice expressions used when requesting permission or giving an invitation, for example, <i>permisi, silakan</i> • recognise that there are different ways to address people, such as <i>Ibu/Bu, Bapak/Pak, guru, kamu</i> • notice that different words can be used for the same person, according to relationship, for example, referring to siblings by name or position, <i>adik, kakak</i>. 	<p>Notice that language use varies according to situation, relationships and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that language varies in formality depending on the people involved, for example, when using greetings, use <i>Hai</i> for friends and <i>Selamat pagi</i> for adults • recognise the appropriate pronouns for different people, for example, <i>kamu</i> for friends, <i>Ibu</i> for women and <i>Bapak</i> for men • notice that people use different expressions according to their relationship or the situation, for example, <i>Aku sakit</i> at home with family or at school with a teacher, such as <i>Saya sakit</i>. 	<p>Recognise that language use varies according to formality age and gender.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise variations of language use when interacting in formal and informal settings, for example <i>Pak/Bu, Oom/Tante, kak/dik, Mas/Mbak</i> • understand that language use varies according to position, such as place in the family • recognise and use certain pronouns and their abbreviations, for example, <i>kamu/mu, Anda, Ibu/Bu</i> • understand the use of gestures to accompany language when addressing teachers, friends or visitors to school. 	<p>Recognise that language use and behaviour vary according to age, relationship and the context.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that <i>Ibu/Bapak</i> replaces ‘you’ when speaking to adults and that <i>kamu</i> is not appropriate • recognise that language use varies in texts such as advertisements for games or toys for different age groups or genders • recognise that language use varies depending on the occasion and the relationship, such as an invitation or a greeting card • recognise gestures or behaviours that may be used in some situations but not others, such as, waving hands with peers, shaking hands and nodding head with adults. 	<p>Understand that language use and formality vary according to cultural expectations and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that language use reflects cultural expectations such as respect and social distance, and making requests using different levels of formality, for example, <i>Minta, Mohon, Bolehkah?</i>, showing respect for authority, <i>Pak Guru, Mas, Mbak</i>, or expressing familiarity with friends by using nicknames, <i>nama panggilan</i> • recognise the variations of formality in written texts, such as a text message to a friend or an email to the teacher • recognise that there are informal versions of formal words and phrases, for example, <i>nggak/tidak, makasih/terima kasih</i>. 	<p>Understand that language use varies according to context, purpose and audience.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that there are language choices available to vary the level of politeness, such as when giving instructions, for example, <i>duduk, duduklah, silakan duduk</i> • recognise the importance of formality when interacting, such as, with close friends, family or acquaintances • understand how language varies depending on the context and the purpose, for example, when ordering a meal in a fast-food restaurant, <i>Satu paket</i>, compared to a dine-in restaurant, <i>Minta segelas air, Bu</i>.
<p>Key concepts: noticing, variation, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we vary our language when talking to family, friends or adults? 			<p>Key concepts: variation, formality, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we change our language in different situations? 		<p>Key concepts: variation, context, register, status, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there more than one way to get the same message across? • How is respect shown through language? • When is it okay to use slang, abbreviations or acronyms? 	

Thread: Language change and diversity						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that Indonesian is the main language of Indonesia and one of the many languages spoken in Australia.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that many people speak more than one language • notice that some words in English may be borrowed from many languages, for example, words used in martial arts or words related to food, such as <i>satay, mie goreng</i> • recognise that Indonesian is the main language spoken in the country called Indonesia • notice that many languages are spoken and taught in Australia, including Indonesian, English, and Aboriginal and Torres Strait Islander languages. 	<p>Notice that Indonesian and English, as well as many languages, borrow words and phrases from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice when familiar-sounding loan words are spoken or heard in Indonesian, for example, when hearing the words, <i>telepon, partisipasi, bank, buku, kelas, bola</i> • notice that Indonesian and English borrow words and expressions from each other as well as from other languages, such as <i>pizza, kebab</i> • explore words that classmates know that are similar or used in more than one language. 	<p>Recognise that languages borrow words, phrases and expressions from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that Indonesian and English borrow words from various languages with some changes in spelling and pronunciation, such as <i>komputer, televisi, orangutan, rendang, sarung, restoran</i> • notice that some Indonesian words may look the same in English, but sound different and have different meanings for example, <i>sore</i>. 	<p>Recognise that bahasa Indonesia is the official language of Indonesia, and that languages change over time and according to context.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that languages change over time, such as expressions, words or phrases used across generations by grandparents, parents, siblings or themselves • consider how people communicate in various contexts and how borrowed words or phrases might be pronounced or spelt, for example, <i>televisi, komputer, apotek</i> and consider why they have been adopted or modified in Indonesian • recognise the origins of bahasa Indonesia and understand that it is the official language of Indonesia, and that Indonesia is linguistically and culturally diverse, and that it is one of Australia’s neighbours in the region known as Asia. 	<p>Understand that languages change over time and influence each other according to context and place.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that bahasa Indonesia is a standardised language and is used in official contexts such as in government, the media and education • understand that islands and regions of Indonesia have their own languages, each with its own culture, and that Indonesia, like Australia, is a linguistically diverse nation with many languages which influence each other • understand that languages change over time due to the influence of other languages, for example Malay, Javanese, Balinese and Sundanese influence bahasa Indonesia. 	<p>Understand that bahasa Indonesia is constantly changing over time and is influenced by globalisation and technology.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that Indonesia is linguistically and culturally diverse due to its local languages • understand that languages change due to the influence of technology, such as movies, television and social media • understand that language used in advertisements commercials and other types of informative texts is influenced by global travel and the tourist industry, for example, <i>paket, berinternet, koneksi bisnis</i>. 	<p>Understand that languages are dynamic and change due to the influences of languages and cultures, globalisation, technology and social change.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that Indonesian is influenced by other languages and cultures, in many areas, including food, music, pop culture and sport • understand that languages change due to contact with other languages, such as through travel, tourism and digital communication • understand that languages change, that some continue to grow, evolve and expand, while some are being revived or are endangered, for example, the many local languages of Indonesia and some Aboriginal and Torres Strait Islander languages.

<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I hear or see around me? • Where in our community is Indonesian spoken? • Is the English language the same around the world? 	<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Where can I see and hear Indonesian in our community, in Australia, or in the world? • How do languages change over time? • Is this language the same wherever it is spoken? • Why do languages borrow words? 	<p>Key concepts: diversity, change, origin</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why has Indonesian evolved and changed over time? • Who uses Indonesian and why? • Why is Australia a multilingual country? • How does knowing the origin of words help our learning?
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Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice connections between languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice where they have seen or heard Indonesian or other languages and cultures in the community, such as at home, at school, in the neighbourhood or in the supermarket • explore a variety of cultural artefacts, including those unique to Indonesia and share what they see, think or wonder about, and begin to use the language associated with them, for example, <i>wayang kulit, angklung</i> • begin to understand that when learning bahasa Indonesia they are also learning about Indonesian cultures. 	<p>Notice connections between each others' languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and share the ways that Indonesian cultures and languages are expressed through music, dance, stories and celebrations, for example <i>upacara bendera, senam pagi</i> • begin to make connections between Indonesian language and culture, such as, <i>tidur siang, bantal guling</i> and ways of communicating, such as bringing hands to forehead when greeting the teacher • make connections between each other's languages and cultures through play-based activities, for example, a market or stall, using cultural artefacts and associated language. 	<p>Notice and share ideas on connections, similarities and differences in languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the meaning of culture, and understand that it involves visible elements, such as food, music or celebrations, as well as invisible elements, such as manners, gestures and ways of showing respect • explore cultural practices and related language use through games, for example, <i>suten/suwitan, Semut, gajah, orang, and Hom Pim Pah</i> • explore connections between languages and cultures, such as, how people live, how people greet each other, ways of eating or sharing food or ways to celebrate. 	<p>Recognise ways that cultural values are reflected in everyday language use.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify examples of Indonesian and English words related to cultural practices and values, such as, <i>kaki lima, becak, warung, sopan santun, sungkem, riyayan</i>, packed school lunch, camping in a tent or swag • recognise that language carries cultural ideas, for example, <i>upacara</i> compared to a school assembly • understand that some words carry cultural significance, for example, rice is an important, staple food in Indonesia with multiple words to describe it, for example, <i>padi, beras</i> and <i>nasi</i> • recognise how gestures and their meanings differ between cultures and understand that miscommunication can cause offence, for example, beckoning with palm down and moving all fingers. 	<p>Recognise connections between cultural practices, values and language use.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise cultural values and practices represented in Indonesian texts, for example, that animal heroes in fables are usually native animals of Indonesia, <i>Si Kancil</i> and <i>Harimau</i> • recognise that behaviour and language often reflect cultural values, for example, relating to cultural practices such as sports games, family gatherings, food and celebrating • understand that language reflects cultural values, for example, using terms of address reflects the value of respect • explore how facial expressions and gestures can convey cultural meaning, for example, smiling may suggest confusion, shyness, nervousness, embarrassment or offence. 	<p>Understand that cultural practices reflect language use, ways of thinking, behaving and cultural values.</p> <p>Students:</p> <ul style="list-style-type: none"> • make connections between ways of communicating that may reflect cultural values or practices, for example, ways of accepting or refusing offers of food or drink, turn-taking, the use of personal space or language choice in different contexts • identify and discuss cultural expressions, gestures and behaviours, such as ways of thanking, showing appreciation, praising each other, ways of displaying gratitude or politeness • compare own and peers' behaviour and language used in informal and formal interactions, such as at school, at home, at a presentation or at a party, and discuss how these might reflect cultural values. 	<p>Understand that cultural practices and values affect language choice and communication.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that cultural values and language choice are related, for example, the language associated with cultural practices such as having a barbeque, picnic, swimming, <i>mandi</i> • understand that values depicted in texts, such as stories, have a social and cultural purpose, for example, the moral of a story such as <i>Bawang Putih dan Bawang Merah</i> • understand that images, symbols, words and language choice carry cultural meaning and values, for example, in everyday texts, such as posters, advertisements and street signage • understand that generalisations and stereotypes exist, and that languages and cultures are complex and varied.

<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I already know about Indonesian and its cultures? • What do I want to know about Indonesian and its cultures? 	<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Language and culture - how are they connected? • What cultural words or expressions do I notice in Indonesian? 	<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I communicate, what cultures are at play? • How can I see culture within language? • Is it possible to learn a language without learning its cultures?
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