

Reception to year 6

Languages

Japanese

September 2022

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



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Languages – Japanese: Reception to year 6

Contents

Languages – Japanese: Reception to year 6	1
Context statement	2
Achievement standards	3
Scope and sequence	4
Strand: Communicating meaning in Japanese.....	4
Sub-strand: Interacting in Japanese.....	4
Thread: Socialising and interacting.....	4
Thread: Collaborating, planning and negotiating	7
Sub-strand: Mediating meaning in and between languages.....	9
Thread: Obtaining and using information	9
Thread: Participating in and responding to imaginative experience.....	10
Thread: Translating, interpreting and explaining meaning	12
Sub-strand: Creating text in Japanese	14
Thread: Conveying and presenting information.....	14
Thread: Creating and expressing imaginative experience.....	16
Sub-strand: Reflecting.....	18
Thread: Reflecting on intercultural identity	18
Strand: Understanding language and culture.....	20
Sub-strand: Systems of language.....	20
Thread: Sound and writing systems.....	20
Thread: Grammatical and vocabulary knowledge	22
Thread: Text structure and organisation	24
Sub-strand: Language change and diversity	26
Thread: Language change and diversity	26
Sub-strand: Interrelationship of language and culture	28
Thread: Interrelationship of language and culture.....	28

Context statement

Context Statement for Japanese

The 3 interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture and their interrelationship, and thereby develop an intercultural capability
- understand themselves as communicators.

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

- Communicating meaning in Japanese: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture: analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

The 2 strands are divided into sub-strands. 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 providing a deeper level of detail. Content descriptions are provided at band level supported by elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

This Japanese 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 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 for clarity and to emphasise the progression of achievement
- explicit plain English interpretations of content descriptions at band level
- advice through content elaborations 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 to guide planning of 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, openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identities 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

Reception	Years 1 to 2	Years 3 to 4	Years 5 to 6
<p>Skills</p> <p>By the end of Reception, students:</p> <ul style="list-style-type: none"> • use play and imagination to interact and create Japanese texts, with support • identify that Japanese and English look and sound different. <p>Understandings</p> <p>By the end of Reception, students:</p> <ul style="list-style-type: none"> • recognise that there are languages and cultures as well as their own • recognise that aspects of language and culture contribute to their own and others' cultural identity. 	<p>Skills</p> <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • use Japanese language to interact and share information related to the classroom and themselves • use cues to respond to questions and instructions • use simple formulaic language • locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning • use familiar words and modelled language to create texts • copy some kana script and single, high-frequency kanji appropriate to context <p>Understandings</p> <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • imitate the sounds and rhythms of Japanese • demonstrate understanding that Japanese has rules for non-verbal communication, pronunciation and writing • identify the 3 different scripts • give examples of similarities and differences between some features of Japanese and English • understand that language is connected with culture and notice how this is reflected in their own languages and cultures. 	<p>Skills</p> <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • use Japanese language to initiate structured interactions to share information related to the classroom and their personal world • use modelled language to participate in spoken and written activities that involve planning • locate and respond to key items of information in texts • use strategies to help interpret and convey meaning in familiar contexts • use modelled language and basic syntax to create texts • use hiragana with support, and familiar kanji appropriate to context. <p>Understandings</p> <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • imitate hiragana sounds, pronunciation and intonation patterns of Japanese language • demonstrate understanding that Japanese has non-verbal, spoken and written language conventions and rules to create and make meaning • recognise that some terms have cultural meanings • identify patterns in Japanese and make comparisons between Japanese and English • understand that the Japanese language is connected with culture and identify how this is reflected in their own languages and cultures. 	<p>Skills</p> <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment • use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. • collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences • use strategies to locate and interpret information and ideas in texts • demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience • create texts, selecting and using a variety of vocabulary and sentence structures to suit context • sequence information and ideas, and use conventions appropriate to text type • use hiragana and familiar katakana and kanji appropriate to context. <p>Understandings</p> <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • apply rules for pronunciation and intonation, punctuation, modelled structures and scripts when creating and responding in Japanese • compare language structures and features in Japanese and English, using some metalanguage • show understanding of how some language reflects cultural practices and consider how this is reflected in their own languages, cultures and identity.

Scope and sequence

Strand: Communicating meaning in Japanese

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

Sub-strand: Interacting in Japanese

Socialising, exchanging ideas, opinions, experiences, thoughts and feelings, in non-verbal, spoken and written interactions, varying language according to context, purpose and audience; 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 routines, through action-related talk and play.</p>	<p>Share information relating to self, family, friends and favourite things, and recognise and respond to modelled classroom-related greetings, routines, instructions, personal introductions and questions.</p>		<p>Initiate exchanges, share information and respond to modelled questions about self and others, and engage in classroom routines using modelled language.</p>		<p>Initiate and sustain modelled exchanges in familiar contexts related to students' personal world, school environment and local community, and interact in class routines and activities, varying language and behaviour according to relationship and context.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • recognise and respond to gestures such as bowing and pointing to nose to indicate self, or words and phrases used in greetings, such as おはよう、こんにちは、さようなら、はい、いいえ • introduce self, using modelled phrases, such as Ken です。五さいです、through action-related talk and play • begin to notice and explore the variations in language used at different times of the day and with people of varying ages by viewing interactions in video clips, noting the 	<p>Students:</p> <ul style="list-style-type: none"> • respond to greetings, questions and phrases through actions, matching flashcards, or drawing, for example, なにかがすきですか。りんごがすきですか • use modelled phrases in interactions, such as when greeting, giving, thanking and apologising, for example, こんにちは、どうぞ、ありがとう、ごめんなさい、noting and using appropriate language for different times of day, such as, おはよう、こんばんは • use formulaic sentences, including appropriate pronouns, to share information about self and 	<p>Students:</p> <ul style="list-style-type: none"> • respond to simple questions about feelings, for example, おげんきですか。まあまあです • share information about self or family using spoken language, for example, はじめまして、けいこです。七さいです。かぞくは五人です。ははです。オーストラリア人です。いぬがすきです。どうぞよろしく • describe favourite things or objects using simple formulaic sentences, for example, これはねずみです。ちいさいです。かわいいです。はいいろです。ねずみが大すきです 	<p>Students:</p> <ul style="list-style-type: none"> • use modelled language to describe and introduce self, family or friends, for example, ともだちです。めはちやいろいです。すいえいをします。りかがすきです。きのこがすきじゃないです • exchange information with others using rehearsed questions and answers, for example, ペットを飼っていますか。はい、ねこを飼っています • show interest in peers by using modelled questions or expressions, for example, やった! すごい! 	<p>Students:</p> <ul style="list-style-type: none"> • initiate introductions with Japanese speakers, using formal spoken language, for example, はじめまして。わたしのなまえはジャックです。よろしくおねがいます • share present and past activities and experiences using correct verb forms, such as, <u>place</u> にいきました。 <u>food</u> を食べました。 <u>drink</u> をのみます。 <u>activity/sports</u> をします • ask and answer simple factual questions about self or others, such as おなまえは?なんさいですか。スポーツをしますか。なにを 	<p>Students:</p> <ul style="list-style-type: none"> • introduce and describe peers using familiar, rehearsed language such as たんじょうびは___月___日です。___からきました。かぞくは六人です。おかあさんはおもしろいです。ペットはいぬです。しゅみは___です • describe preferences and attributes of others, such as <u>sport</u> をします, <u>school subject</u> がじょうず, <u>animal</u> がすきです • use formulaic language and modelled questions to exchange correspondence with young Japanese speakers about daily life in both Australia and Japan, 	<p>Students:</p> <ul style="list-style-type: none"> • exchange personal information through, for example, an interview or survey using modelled language such as おなまえはなんですか。なんさいですか。どちらからきましたか。なにかがすきですか。どんなスポーツをしますか。なにがとくいですか • initiate modelled exchanges when interacting with young Japanese speakers about school life or pastimes, for example, by messages, texts or emails, including common あいづち interjections to sustain conversations, such as

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>differences in language use between peers, teachers, friends or family, such as suffixes, さん、くん、ちゃん、せんせい</p> <ul style="list-style-type: none"> • participate in routines such as the opening and closing of lessons, for example, せんせい、おはようございます、せんせい、さようなら • follow classroom instructions using actions or single words, such as たってください、すわってください、てをあげてください、うたいましょう、はい、いいえ • respond to teacher requests during activities, using well-rehearsed actions, and phrases such as のりをください。はい、どうぞ、ありがとう。 	<p>to indicate likes and dislikes, for example, ぼくは Takeshi です。六さいです。いぬがすきです。わにがすきじゃないです</p> <ul style="list-style-type: none"> • notice that people use different expressions according to their relationship or the setting, for example, when thanking family, a friend or a teacher, どうも、ありがとう、ありがとうございます、どうもありがとうございます • participate in routines by responding to instructions such as lining up, choosing objects, drawing shapes, selecting cards, responding to roll call or apologising for being late, for example, はい、います。Lily さんはいません。やすみです。すみません • begin to use modelled phrases and gestures to respond to requests, lead class activities or to remind peers of their responsibilities, such as しずかにしてください、すわってください、きいてください、まってください。 	<ul style="list-style-type: none"> • use appropriate greetings, phrases and forms of address, such as せんせい、さん、くん、ちゃん • notice that language use shows the relationship between people, for example, when interacting with friends or strangers, おはよう、おはようございます、はじめまして • notice that names used for the same person can change due to relationship and context, such as ママ、かあちゃん、おかあさん、はは • notice that different expressions are used in different contexts, for example, greeting in person or on the telephone, こんにちは、もしもし、はい • respond to questions using gestures and words, such as まる/ばつ (○×) and はい/いいえ • respond to and use instructions to set-up or pack up, play games or complete tasks, for example, かいてください、みてください、よんでください • request and receive classroom objects, for example, すみません、_____ 	<p>ほんと? だいじょうぶ? がんばって</p> <ul style="list-style-type: none"> • recognise slight changes to language, for example, how the honorific prefix お indicates relationship, such as はし and おはし、なまえ and おなまえ • share ways that own language and behaviour vary, for example, when interacting with own or others' families • recognise familiar terms used in stories and in daily conversations, for example, おじいさん and おばあさん to represent old man or old woman • participate and engage in classroom routines, such as asking and naming the days of the week and describing the weather, for example, 何よう日ですか。きょうは月よう日です。はれです。 • follow teacher directions, such as moving around the classroom or school, using equipment or finding objects, such as たいいくかんにいってください。えんぴつをとってください。ノートはどこですか • request permission during lessons, using modelled language, such as トイレに 	<p>たべましたか。どこにいきましたか</p> <ul style="list-style-type: none"> • use formulaic expressions to encourage and praise peers during class activities, such as, やった! じょうず! だいじょうぶ? たいへん! がんばって! たのしかった? できますか? じょうず、すごい、いいね、タラさん、すてき。 • notice how language varies to indicate level of politeness, for example, by using the correct honorific suffix さま、さん、くん、ちゃん or the correct pronoun, such as わたし、ぼく • understand that language and behaviour vary across cultures, for example, when eating a meal at home, school or in a restaurant • explain gestures and behaviours that may be used in some situations but not others, such as, folding of arms, pointing and waiting their turn • respond to teacher instructions and questions using movement, actions and phrases, such as ペアになってください。はい! ならんでください。いきましようか。はい、いきます。大きいこえて 	<p>through greeting cards, postcards, letters or emails</p> <ul style="list-style-type: none"> • recognise the suffix ね can be used to soften language, for example, さむいですね、きれいですね • identify how language changes according to context, for example, view or read simple texts, such as <i>anime</i> or <i>manga</i>, and recognise the use of polite or plain verb endings です and だ、いきます and いく • understand that some language or behaviour, according to context, may appear inappropriate to a Japanese speaker, such as the choice of address, use of personal space or volume of voice • assume the role of class <small>どうばん</small> 当番 and lead routines such as roll call, day of the week and weather, for example, きりつ、れい、ちやくせき, give instructions using familiar modelled language such as たってください、すわってください、みてください、きいてください、 and negotiate turn-taking, for example, ちよつとまってください、Matilda さんのばん。どうぞ • use gestures, actions and modelled language to interrupt, ask for 	<p>ああそうですか、ほんとうに、ええ?</p> <ul style="list-style-type: none"> • understand that verb endings can be used to vary the level of politeness, for example, ませんか or ましょうか • understand that language and behaviour reflect cultural values, which may influence ways of interacting with others, such as, reluctance to volunteer or compete for attention in class, ways of responding to compliments じょうずですね。いいえ, turn taking, volume of voice or requesting help • take on different roles and responsibilities in the classroom, using modelled classroom language, such as みなさん、すわってください、みてください、いってください、きいてください。ほんをもってきてください • lead class routines and activities, and guide <small>にっちよく</small> 日直, for example, open and close the lesson, and transition to different tasks, such as みなさん、やめてください、たってください、カーペット(ゆか)にすわってください • ask and respond to questions and answers

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		<p>をください、えんぴつがありますか。はい、どうぞ</p> <ul style="list-style-type: none"> • use modelled phrases to thank, excuse and apologise, such as ありがとう、すみません、ごめんなさい。 	<p>いってもいいですか。のんでもいいですか。えんぴつをかりてもいいですか。はい、どうぞ。</p>	<ul style="list-style-type: none"> • create and give instructions, for example, on how to draw an <i>anime</i> character using modelled language, such as 一番:くちをかいてください。おおきいです 二番:みみをかいてください。ちいさいです • excuse, request assistance or ask for clarification, for example, しつれいします、たすけてください。おねがいます。すみません、わかりません。すみません、もういちど教えてください。 	<p>clarification or seek permission, with politeness, for example, 先生、ちょっとわかりません、ゆっくり教えてください。おそくなってすみません。はさみをつかってもいいですか。</p>	<p>using modelled language to show politeness, or to praise, compliment, encourage and thank each other, such as おわりましたか。はい、そうです。どちらがたやすいですか。Bです。いいえ、ちがいます。はい、いいです。けっこうです。すてき、かっこいい、すばらしい、やさしい、よくできました、どうもありがとうございました、どういたしまして。</p>
<p>Key concepts: noticing, routine, politeness, variation, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do I show respect to the people around me? • What are our daily routines? • What does being polite look, sound and feel like? • How do we vary our language when talking to family, friends or adults? 	<p>Key concepts: self, family, friendship, respect, noticing, routine, politeness, variation</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? • What are our daily routines? • What does being polite look, sound and feel like? • How do we vary the way we speak to family, friends or adults? 	<p>Key concepts: identity, socialising, relationships, etiquette, procedure, routines, formality, comparison, variation</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? • Why is it important to follow instructions? • Why do we need routines? • How do we change our language in different situations? 	<p>Key concepts: identity, communication, interaction, respect, じこしょうかい, responsibility, negotiation, variation, context, register, status</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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 through language or behaviour? • 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? • Is there more than one way to get the same message across? 			

Thread: Collaborating, planning and negotiating

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in guided, play-based activities with teacher support using gestures, and visual and spoken cues.</p>	<p>Participate in a range of guided, play-based language activities and transactions using formulaic expressions, and visual and spoken cues.</p>		<p>Participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures.</p>		<p>Participate in activities that involve collaborating, planning, transacting and negotiating with others, using language to share information and express preferences and ideas.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • sing along to video versions of てあそびうた, such as グーチョキパー、むすんでひらいて、おおきなくりのきのしたで • participate in guided play-based activities, crafts, or games, using movement, gestures and images, mimicking words and phrases, such as やった、おめでとう、___をください、どうぞ、ありがとう • participate with peers in simple role-plays to practise modelled words and phrases. 	<p>Students:</p> <ul style="list-style-type: none"> • participate in class or small group play-based activities or games, such as word making races, memory, bingo or counting games, using visual and spoken cues, gestures and pictures to convey understanding • participate in guided tasks and craft activities, such as origami, drawing, matching and labelling, or using simple words, modelled questions and responses, for example, わかりますか。はい/いいえ • participate in a group performance, such as a song, dance or short play, for example, おおきなかぶ、using movement, gestures and images to convey meaning. 	<p>Students:</p> <ul style="list-style-type: none"> • participate in guided, play-based activities and transactions that involve guessing, matching and choosing objects, using modelled questions and responses, and visual and spoken cues, for example, あかですか。はい/いいえ。はい、あかです。いいえ、あかじゃないです • use and respond to rehearsed words, phrases and cues to collaborate in group or class activities, for example, selecting foods for a shared ^{はなみ}花見 picnic, such as にんじんがほしいですか。はい、にんじんがほしい • play games, such as じゃんけんぽん or simple すごろく board games to practise formulaic phrases, such as つぎ、かった、まけた、がんばって、ざんねん、あたり、はずれ、どうぞ。 	<p>Students:</p> <ul style="list-style-type: none"> • participate in activities such as a shopping role-play, involving roles and responsibilities, and planning and transacting, using modelled language • follow familiar instructions in tasks involving taking turns, swapping, sorting and classifying items • cooperate with peers to plan and play simple games or activities using familiar modelled language, with teacher support, such as かるた。 	<p>Students:</p> <ul style="list-style-type: none"> • follow simple familiar instructions or procedures for activities involving roles and responsibilities, and planning and transacting, such as cooking, origami or games, for example, はんぶんにおいて、ここにおいて、きて、ぬって、あらって、ならんで • cooperate with peers using familiar and modelled language to survey, interview and gather results • give simple directions to peers using familiar modelled language, such as a simple instructional or procedural task, directions for a treasure hunt, or instructions for a card game. 	<p>Students:</p> <ul style="list-style-type: none"> • plan and participate in an activity to teach a buddy class a new skill, using instructional language, such as how to play けんだま or おはじき • collaborate with peers to plan, negotiate and prepare promotional materials, using language that shares information and ideas, for example, たいこのえんそう、木よう日、十一時、たいいくかん • plan and share a simulated experience, for example, a shopping expedition, using transactional language that includes asking for items or expressing preferences, such as いらっしやいませ。これをください。いくらですか。3000円です。はい、どうぞ。 	<p>Students:</p> <ul style="list-style-type: none"> • collaborate to plan, negotiate and organise promotional materials for a class event, visit or performance, using language related to place, people, time and numbers, for example, たいこのえんそう、金よう日、八時、たいいくかん • create a skit, performance or action game to introduce and share aspects of Japanese language and culture, such as writing hiragana, or how to bow when receiving a gift, and present to a buddy class or school community • collaborate, problem-solve, negotiate and plan, an authentic or simulated excursion such as a trip to a Japanese restaurant, using modelled language, for example, A: 月よう日に日本のレストランに行きましようか。 B: 月よう日は、ちょっと…。 A: 火よう日はどうですか。

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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 to play? • Why do we need rules? • How does role-play help us learn? 	<p>Key concepts: play, participation, rules, transaction</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 to play? • Why do we need rules? • How does role-play help us learn? • What is transacting? 		<p>Key concepts: cooperation, roles and responsibilities, procedure, transaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we work together? • Why is it important to have roles and responsibilities? • Why do I need to give or follow instructions? • What words do we choose when transacting? 		<p>Key concepts: collaboration, planning, transaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we collaborate? • What steps do we follow when planning? • What language choices do we make when transacting? 	

Sub-strand: Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising and explaining different interpretations.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise images, symbols or key words in simple spoken, written or multimodal texts and use in modelled tasks with teacher support.</p>	<p>Locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases.</p>		<p>Locate and respond to key information obtained from simple spoken, written and multimodal informative texts.</p>		<p>Locate and process information and ideas, in a range of spoken, written and multimodal texts.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • recognise Japanese sounds, images, symbols or key words in songs, rhymes, videos or teacher statements, and use in modelled tasks including gestures, pictures or words, for example, あたまは? point to head or choose picture card • recognise <i>kana</i> labels on simple, written texts such as charts, posters, or digital displays, and point to, draw, copy or match words on own work • view simple texts such as picture books or video clips, and answer teacher questions related to the content, for example, やまですか。はい/いいえ。 	<p>Students:</p> <ul style="list-style-type: none"> • listen for key words in texts and show understanding through actions, for example, put hand up or point • recognise individual <i>hiragana</i>, <i>kanji</i> or key words in simple texts such as posters, slideshows or song charts, and show comprehension through actions, matching, circling, copying, colouring or drawing • find key information in simple texts and use to complete activities such as filling in the blanks, reconstructing jigsaw sentences or putting labels on pictures • select correct <i>hiragana</i> or <i>kanji</i> flashcards to construct modelled words or sentences. 	<p>Students:</p> <ul style="list-style-type: none"> • listen for key phrases in spoken texts and use visual cues such as gestures or facial expressions to demonstrate understanding, for example, あかがすき give a thumbs up, あかがすきじゃない give a thumbs down • locate key information in texts such as graphs or diagrams, and use to respond to questions, for example, なに, なん, どこ or だれですか • recognise and select <i>hiragana</i>, <i>kanji</i> or words in familiar texts, such as labels on drawings or phrases in a picture book, through matching, clicking and dragging, and drawing • view familiar texts about life in Japan and demonstrate understanding by pointing 	<p>Students:</p> <ul style="list-style-type: none"> • locate examples of Japanese language at school, home or in the community to create a display or digital database of familiar words • view or listen to a familiar text and recognise, respond to and note key information, for example characters, foods or places in a picture book or animation • read or view simple texts, such as a diary entry or a television commercial, and record nouns, adjectives and verbs on a class list or dictionary • locate specific information in simple, familiar texts and use text, images or photos to sort into correct sequences or categories. 	<p>Students:</p> <ul style="list-style-type: none"> • gather and respond to information about peers' home life and activities, for example, by using surveys on pets, sports, activities, families, or likes and dislikes, and use a simple column or picture graph to display the results • view or listen to a familiar community text and recognise key words, such as a weather or seasonal report about さくらぜんせん, こうよう, つゆ • view or read simple print or digital texts such as menus, advertisements, catalogues, or packaging, and locate and share key points of information, such as product name, location, quantity or price. 	<p>Students:</p> <ul style="list-style-type: none"> • view video clips or websites to locate information about similarly aged Japanese students' pastimes to create a visual display such as a graph or poster with labels • locate information in texts such as timetables, advertisements, conversations, emails, brochures or text messages, and represent them in different formats, such as charts, concept maps, skits or digital presentations • compare information from photographs and class surveys and show similarities and differences between Japan and Australia, for example, a Venn diagram comparing year 5 students' lunchboxes. 	<p>Students:</p> <ul style="list-style-type: none"> • gather, respond to and process key information from a range of texts on topics such as healthy eating, school lunches, or home or school routines, discuss findings and compare opinions using simple statements, for example, 日本人はがっこうでそうじをします。オーストラリア人はそうじをしません • survey and compile information about young people in Australia and Japan, their interests and preferences in different contexts, such as favourite activities, television shows, websites, preferred means of transport or leisure activities • view video clips or read simple texts containing social interactions, such as exchanges between

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		to places on a map or selecting pictures and responding to questions, such as 新幹線ですか。すしですか。はい、そうです。				parents and children or customers and shop assistants, and identify and record new words, phrases and expressions.
<p>Key concepts: discovery, locating, recognising</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is information? • Where can information be found? 	<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: locating, 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: locating, comparison, 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? 	

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in listening and viewing simple imaginative texts and respond using modelled language, actions and movement.	Participate in listening, viewing and shared reading of simple imaginative texts and respond using modelled language and actions.		Participate in a range of imaginative texts and respond using modelled language in relation to characters, places or events.		Participate in a variety of imaginative texts and respond using modelled language to share key messages, cultural meaning, feelings and opinions.	
<p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing and respond with movement or creative expression, for example, by clapping along or copying actions • listen to or view imaginative texts and begin to mimic vocal 	<p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing and chanting and respond using expressive action, sound and movement • interact with an imaginative element of a text or specific character by mimicking or pointing, 	<p>Students:</p> <ul style="list-style-type: none"> • listen to, view, and read a range of imaginative texts, and respond by making simple statements about favourite characters, such as かぐやひめはかわいい、おにはあおい or answering questions such 	<p>Students:</p> <ul style="list-style-type: none"> • participate in familiar imaginative texts such as stories from Japan, Australia or other known cultures and compare characters, settings or events • listen to, view and read simple texts and respond 	<p>Students:</p> <ul style="list-style-type: none"> • listen to, view, read and respond to a range of texts, such as <i>anime</i> and children's television programs, and identify key words, familiar phrases, cultural expressions and behaviours 	<p>Students:</p> <ul style="list-style-type: none"> • participate in traditional and contemporary imaginative experiences, such as performances, game shows and artwork, and share feelings using expressions, such as たのしいです。おもしろいです 	<p>Students:</p> <ul style="list-style-type: none"> • recall and describe the main characters and events in stories, songs or <i>anime</i>, for example, by responding to questions such as だれ、いつ、どこ • view and respond to a variety of simple texts such as folk tales, <i>anime</i>, <i>manga</i>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>expression and approximate pronunciation of familiar words or phrases</p> <ul style="list-style-type: none"> • listen to or view simple, familiar texts such as picture books, and respond by play-acting, facial expressions, movement, drawing or labelling • answer simple questions about characters in imaginative texts using one-word or simple responses, for example, <i>だれですか。おに。おおきい ですか。はい。</i> 	<p>for example, <i>コロちゃんはどこですか。ドア!</i></p> <ul style="list-style-type: none"> • respond to imaginative texts such as stories, through simple statements • respond to imaginative texts by retelling, sequencing events or predicting what might happen next, and copying familiar language to describe imaginary characters or experiences, for example, <i>やさしい、かわいい。</i> 	<p>as <i>だれですか。ちいさい ですか。</i></p> <ul style="list-style-type: none"> • use simple, modelled language, drawings or actions to describe imaginary characters, for example, <i>おばけ、おに、かっぱ、ようかい</i>です • respond to rhymes, songs, chants or simple repetitive stories by re-telling, using simple modelled statements, pronunciation, intonation and rhythm. 	<p>using illustrations and simple statements to describe characters, places or events, for example, <i>なまえははちこうです。いぬです。ばしよはえき</i>です</p> <ul style="list-style-type: none"> • compile a word bank or sound file or engage in role-play to demonstrate the meaning and use of onomatopoeic sounds found in Japanese imaginative texts, such as <i>ときどき、ぺこぺこ、ぴかぴか、にこにこ。</i> 	<ul style="list-style-type: none"> • engage in a range of texts and identify exclamations, words or expressions used in imaginative and expressive texts, such as <i>へえー、うそー、あれ?、うーん、どうしよう、こまった、できた、やったー!、おめでとう、がんばって、すごい、いいよ、だめ</i> • describe and compare favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality, such as <i>ちよっとこわい です、かっこいいです、やさしい人です。</i> 	<ul style="list-style-type: none"> • produce a storyboard to share key events in an imaginative text, including captions or word bubbles to capture the moods or feelings in the text, such as <i>こわい、うれしい、おかしい</i> • describe and share favourite elements of imaginative texts, such as characters, settings and events, using modelled statements and captions, for example, <i>四ページが好きです。かみなりはこわい です。さるはかしこい です</i> • explain how they might relate to characters and events from imaginative texts, for example, <i>わたしも三才です、ぼくもりんごがすきです。</i> 	<p>or films that evoke emotions such as happiness, amusement, fear or anger, make connections with their own experiences, and share by using statements, such as, <i>わくわくします。だいすきです。こわい です。ときどきします。びっくりしました。へん です</i>ね</p> <ul style="list-style-type: none"> • discuss key messages in print, digital or multimodal texts, such as the moral of a folk story, ideas or values expressed in songs, cultural elements in artworks or characterisation in <i>anime</i>.
<p>Key concepts: imagination, participation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes a good story? • How does the story make me feel? 	<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: participation, 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: participation, message, response, opinions, relating, <i>おんがえし</i></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? • What can we learn about the Japanese concept of <i>おんがえし</i> through performances and stories? 			

Thread: Translating, interpreting and explaining meaning

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice and share meanings of gestures, actions and words in Japanese, English and other known languages.</p>	<p>Use non-verbal, visual and contextual cues to help translate and interpret gestures, words and simple sentences.</p>		<p>Develop strategies to translate and interpret meaning in simple texts, noticing when language carries cultural meaning.</p>		<p>Apply strategies to translate, interpret and explain literal, non-literal and cultural 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 Japanese and English words and actions have meaning • notice the meaning of Japanese words, gestures and actions in signs, songs or short videos and share similar sounds, images, facial expressions and gestures • begin to notice and share some similarities and differences between Japanese and English, such as scripts, sound, gestures and ways to show politeness. 	<p>Students:</p> <ul style="list-style-type: none"> • predict the meaning and use of simple expressions used for different occasions, using non-verbal, visual and contextual cues, and share the meaning with others, for example, おめでとう、いただきます、おかしむかし、おわり、つづく • recognise that simple words, gestures and actions can be translated and interpreted, for example, by playing matching games with Japanese and English word and picture cards • share simple rhymes and songs, and predict the meaning, for example, the birthday song or しあわせならてをたたこう • notice and share words in Japanese and English that have the same or similar sound and meaning, such as テニス、ブロッコリー、カンガルー。 	<p>Students:</p> <ul style="list-style-type: none"> • notice and translate familiar words or phrases in charts, songs or simple stories that sound similar to English, or are in everyday use in Australia, such as すし、おべんとう、からて • interpret the meaning of gestures and cultural behaviours encountered in simple texts, such as pointing, bowing, crossing arms, or making an X with fingers, using non-verbal, visual and contextual cues • notice loan words, がいらいご, that sound like a familiar word in English, for example, レモン、ピザ、アイスクリーム • explore がいらいご from various languages, for example, the Portuguese word パン。 	<p>Students:</p> <ul style="list-style-type: none"> • develop strategies to translate familiar words and phrases to create labels, captions or signs, for example, label a class display • interpret meanings of Japanese words, expressions and behaviours that do not translate easily into English, for example, ごちそうさま、いただきます、がんばって、おつかれさまです • interpret and demonstrate hand gestures, body language or facial expressions, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative • notice Japanese in simple texts, signs and labels, noting how meaning can change when translated into English, for example, street and shop signs. 	<p>Students:</p> <ul style="list-style-type: none"> • develop strategies, for example, the use of dictionaries, word lists and pictures, to translate and interpret meaning in simple, familiar texts, such as a frame from a <i>manga</i>, line of a song or a video capture from <i>anime</i> • interpret the cultural meaning of common expressions or words that do not translate easily, such as いってきます、ただいま、おかえり、いってらっしゃい • develop and use strategies to assist with translating, interpreting or conveying meaning, for example, create a class book or word bank with Japanese words and expressions that do not translate easily into English • identify words that change their meaning according to the context, such as こめ、ライス and ごはん or いえ、うち and ハウス。 	<p>Students:</p> <ul style="list-style-type: none"> • translate short texts, such as a children's book, advertisement or menu, applying developed strategies such as bilingual dictionaries and online translators, and notice how meanings can differ depending on context of use • gather and explain words and expressions that carry cultural meaning, such as ごちそうさま、いらっしゃいませ、よろしくおねがいします • consider how expressions and phrases, used in greeting cards or interactions, reflect aspects of Japanese culture, such as あけましておめでとう、よいおとしを、よろしくおねがいします。 	<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 Japanese and English words and actions have meaning • notice the meaning of Japanese words, gestures and actions in signs, songs or short videos and share similar sounds, images, facial expressions and gestures • begin to notice and share some similarities and differences between Japanese and English, such as scripts, sound, gestures and ways to show politeness.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key concepts: noticing, interpretation, sharing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does knowing another language help us? 	<p>Key concepts: noticing, translation, interpretation, prediction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does translate mean? • When do I need to translate? • Why do people use body language and gestures when explaining? • What helps us predict what words might mean in another language? 		<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: translation, 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? • Are online translators a help or a hindrance? • How do I explain cultural sayings or expressions that have no direct translation? • When should I interpret or translate? 	

Sub-strand: Creating text in Japanese

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create and share informative spoken, written or multimodal texts with teacher support.</p>	<p>Create and share informative texts to convey meaning, using modelled language.</p>		<p>Create and present informative texts to convey meaning, using modelled language, text conventions, the <i>hiragana</i> chart and familiar <i>kanji</i>.</p>		<p>Create and present informative texts to convey meaning, using familiar language, text conventions, <i>hiragana</i>, and some familiar <i>katakana</i> and <i>kanji</i> to suit context, purpose and audience.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • share information about self using gestures, familiar words and modelled phrases, for example, by labelling or pointing to a photo or picture of themselves using わたし/ぼくです。name です。五さいです • draw a picture of, or show a significant object using familiar words or modelled phrases such as いぬです。ピンクです • participate in shared listening, viewing and reading of texts and share reactions, themes, familiar words and phrases • copy or trace modelled words or phrases to create a picture and word poster or chart to display in the classroom or to share with family • create and share bilingual labels or posters with 	<p>Students:</p> <ul style="list-style-type: none"> • share information related to significant objects using phrases, such as, わたし/ぼくの <u>noun</u> です。 <u>adjective</u> です。これは <u>noun</u> です • label and display classroom objects, for example, ほん、きょうしつ、つくえ、いす、まど • use modelled words and phrases to label photos or pictures, for example, label a photo with ははです • create a bilingual wall chart, picture dictionary or a picture montage, using images, captions, labels and student drawings, for example, captions or labels in <i>hiragana</i>, <i>romaji</i> and English to support learning new words and phrases, for example, about favourite foods. 	<p>Students:</p> <ul style="list-style-type: none"> • label images or pictures of friends, family, a celebration or special event, using modelled words and phrases, such as, ともだちです。おたんじょうびです • share factual information to convey meaning about friends or family using descriptive words, such as, げんき、やさしい、おもしろい、つよい、しずか、or information about favourite things using simple descriptive sentences to indicate colour, shape and size, for example, ぼくのおもちやです。あかいです。まるいです。ちいさいです • create sets of word cards in Japanese and English and play matching games such as 'Memory' or 'Snap' • create a simple bilingual presentation, using 	<p>Students:</p> <ul style="list-style-type: none"> • present key information about family or friends using descriptive language to identify relationships, for example, これはわたしのちち/お父^{とう}です。ジョンです。ちちはチョコレートがすきです。ちちはやさしいです • gather and convey information from peers, such as favourite sports, foods or colours, by presenting as a bilingual or multilingual list, class profile, poster, chart or graph • present key information about aspects of daily routines, for example, おきます。あさごはんをたべます。八時にかっこうにいきま^す, including captions in two or more languages. 	<p>Students:</p> <ul style="list-style-type: none"> • share factual information to convey meaning, by presenting descriptive statements, for example, しんかんせんです。しんかんせんははやいです。ながいです • gather and present information from multimodal texts and authentic materials, such as advertisements, menus, brochures or maps • recount a personal or shared experience, such as a class excursion, incursion, sports day or school event and present using simple past-tense sentences, for example, どうぶつえんにいきました。きりんをみました。たのしかったです • create a bilingual, handmade or digital personalised text, such as a greeting card or message, 	<p>Students:</p> <ul style="list-style-type: none"> • gather and present information in a variety of ways, conveying meaning relating to Japanese culture, such as fashion, landmarks or festivals, using familiar language to provide a summary, for example, ふじさんです。たかいです。そして、ゆうめいです。かざんです • compare and present aspects of children's daily life in Japan and Australia • create a simple timeline, including birthdays, celebrations or events and present using titles, captions and simple past tense sentences, such as, 私はパーティーにいきました • produce digital bilingual or multilingual texts, such as a sign, advertisement or brochure, learning support resources such as bilingual word lists, flashcards and 	<p>Students:</p> <ul style="list-style-type: none"> • collate information from a variety of texts and present in an appropriate format to suit a specific context, purpose or audience, for example, as a graph, diagram or multimodal presentation • convey information to others, for example, in a brochure or an advertisement about a city or tourist attraction using descriptive or persuasive language, such as, いきましよう、しましよう、みましよう • create an informative text in the form of a poster or video, to convey meaning, for example, an introduction to their class, school or hometown, for an intending exchange student visit or sister school correspondence • create bilingual or multilingual texts, such as invitations, a poster for

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
illustrations for classroom use, with teacher support.		modelled phrases and sentences and present to peers or at a school assembly, for example, an introduction to greetings In Japanese, English and other known languages, or a bilingual photo story of a shared event, such as sports day or Harmony Day.		for a peer or member of the school community.	instructions for a cloze activity or boardgame, or a recount of a school event or excursion for the school newsletter or website.	Languages' Day or a menu for the school canteen.
<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: sharing, conveying, presenting, creating, bilingualism, multilingualism</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? • Why do we need bilingual texts? • What languages can I use? 		<p>Key concepts: informing, conveying, presenting, creating, bilingualism, multilingualism</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? • Why could it be useful to have more than one language when creating informative texts? • How can we communicate when we don't speak the same language? 		<p>Key concepts: informing, conveying, presenting, creating, audience, bilingualism, multilingualism</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? • What real-life situations would be helped by a bilingual or multilingual text? • How do bilingual or multilingual resources help our learning? 	

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 spoken, written or multimodal texts with teacher support.</p>	<p>Create simple spoken, written and multimodal imaginative texts, and share using modelled language.</p>		<p>Create spoken, written and multimodal imaginative texts and present or perform using modelled language and text conventions.</p>		<p>Create spoken, written and multimodal imaginative texts and present or perform using familiar language and text conventions to suit context, purpose and audience.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • practise a familiar song, rhyme, puppet play or chant and perform to small groups or the class • devise dance movements or actions to the words of a familiar song • act out or re-tell a familiar folktale or story using repetitive language, gestures and actions. • co-create and share a bilingual or multilingual oral 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>Students:</p> <ul style="list-style-type: none"> • practise and perform a modified version of a chant, song, folktale or repetitive story with actions • co-create imaginative artworks and present as a class picture book or display, using repetitive language and modelled phrases • rehearse and share a simple performance or art presentation using modelled language for a buddy class or school assembly • use modelled vocabulary, familiar phrases and simple sentences to co-create an oral bilingual text, for example, a class song or puppet play. 	<p>Students:</p> <ul style="list-style-type: none"> • re-enact or retell simple stories with puppets, props, actions or gestures, using familiar words and modelled language, such as おむすびころりん、ももたろう • re-create a familiar simple song, poem and rhyme using modelled spoken and written language, movement, gestures and facial expressions and share with the class • create a simple bilingual imaginative text, using modelled phrases and sentences, and present to peers or at a school assembly. 	<p>Students:</p> <ul style="list-style-type: none"> • modify or adapt a familiar song by changing key words or lyrics, using familiar language, and perform to others, such as, ぞうさん、きらきら^{ほし}星、かえ^{うた}るの歌 • create an imaginary animal or まんが style character and present as a digital display, artwork, <i>manga</i> or puppet show, using familiar modelled language, for example, こちらはいぬさんです。なまえはエマです。三さいです。にくがすきです。みみが大きいです。ほねをたべます。かわいいです • create an artwork, poem or original bilingual text to share an aspect of Japanese culture, such as a haiku poem to represent nature, using classroom bilingual resources for support, such as word lists and charts • create and share bilingual versions of familiar songs or stories, alternating 	<p>Students:</p> <ul style="list-style-type: none"> • create a new character, setting or cultural element for a well-known text, such as 'The Three Little Pigs' or 'The Very Hungry Caterpillar' and perform to peers or present as a digital story • create spoken, written or multimodal texts, such as a short skit, song or <i>manga</i> comic using familiar modelled language and including onomatopoeic sounds, such as, どきどき、ぺこぺこ、ぴかぴか、にこにこ • create and label an artwork or photo montage that represents aspects of Japanese language and culture and present as a digital or classroom display • create familiar bilingual texts, such as a song or poem, using bilingual dictionaries, online translating tools, word lists and familiar modelled language. 	<p>Students:</p> <ul style="list-style-type: none"> • adapt a familiar text such as a story or poem and perform the new version for a specific context, purpose or audience, for example, a younger class, a visiting Japanese guest or online sister school • create imaginative digital texts such as a photo story, e-book or profile, using modelled language and cultural elements, for example, by profiling a Japanese <i>anime</i> character or <i>youkai</i> • create a rap or song based on a modelled text, and experiment with rhyme, rhythm, and alternative language, adding gestures and actions, to perform to others • create a simple bilingual text such as a set of flashcards, a card game or board game, and play or share with a younger class. 	<p>Students:</p> <ul style="list-style-type: none"> • create and present a commercial or advertisement for an imaginative product to appeal to primary-aged consumers using modelled language and elements of culture • create and perform an interactive and imaginative text, such as, a song, rap, poem or skit, using modelled language and elements of Japanese culture, and encourage the audience to participate • produce and present a picture book or mini book for younger students incorporating elements of Japanese language and culture • perform or present a role-play, skit or presentation for a buddy class, at an assembly or concert, using Japanese for the performance and English for supporting explanations.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			between languages and switching key words in repeated phrases, for example, くまさんくまさん、なにみてるの?			
<p>Key concepts: re-creating, sharing, bilingualism</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? • Why do we need bilingual stories? 	<p>Key concepts: re-creating, sharing, imagination, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When we listen to the same text in different languages, what changes and what stays the same? • What do we need to tell a good story? • Why do we need bilingual stories? 		<p>Key concepts: creating, re-imagining, performance, presentation, bilingualism, multilingualism</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? • Why could it be useful to have more than one language when creating stories? 		<p>Key concepts: adapting, performance, presentation, engagement, creating, audience, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I make an imaginative experience more engaging? • How can I adapt an imaginative text without losing the key message? • How can I share my languages and cultures in performance? • What is challenging when creating bilingual texts? 	

Sub-strand: Reflecting

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

Thread: Reflecting on intercultural identity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that they and others belong to groups, and share the languages that they speak, know or are learning.</p>	<p>Participate in intercultural experiences, and notice and share ways in which they and others communicate.</p>		<p>Participate in intercultural experiences, discuss what can be learnt about self and others and reflect on how interactions may shape their identity.</p>		<p>Engage in intercultural experiences, compare own and others’ responses, reactions and assumptions, and reflect on how languages and cultures shape identity.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • notice ways that Japanese people use gestures and language to communicate, for example, watch videos showing greetings using words, phrases, bowing, a handshake or waving • share how speaking or listening to Japanese looks, sounds and feels, such as, when singing a song, viewing a video or listening to a story • begin to make connections between Japanese and Australian children’s life, such as, celebrating birthdays or significant cultural events such as, こどもの日 or 七五三 • notice groups that they belong to such as family, class or friendship groups, and show these groups through drawings and captions • share languages that they speak or are learning and 	<p>Students:</p> <ul style="list-style-type: none"> • participate in intercultural experiences and notice and share ways of speaking in Japanese, such as ways of greeting, thanking and apologising • experiment with using Japanese to interact with others, noticing changes in the use of voice or body language • view videos or images of daily life in Japan and share aspects that are familiar or unfamiliar in their own daily lives, such as interacting at home or school, or ways of travelling to and from school • notice their own use of words, expressions or behaviours that make them who they are, such as the use of various languages, ways of celebrating or communicating 	<p>Students:</p> <ul style="list-style-type: none"> • notice and share ways that Japanese people show respect and politeness, such as by using titles, giving and accepting gifts with both hands and using table manners • participate in intercultural experiences and notice and share some ways that children living in Australia or Japan interact, such as ways of playing games, eating food or speaking with family or friends • identify and share their own use of words or expressions when communicating in English, Japanese or other known languages • identify characteristics and talents, such as favourites, skills and preferences, and understand how these form part of their identity • reflect on their roles in, or membership of, various groups, such as class, sport 	<p>Students:</p> <ul style="list-style-type: none"> • participate in intercultural experiences and notice how respect can be shown through ways of referring to naming, greeting and addressing someone, such as by using first name, title, terms of endearment, or honorifics, for example, using あに、おにいさん or suffixes, such as, せんせい、さま、さん、くん or ちゃん, • explore and compare ways that people in Japan communicate in different situations, such as when playing games, eating food or interacting at school, at home or in the community. • share aspects of belonging to a group and the relationships formed within them, and reflect on their language use and behaviour in each group • create and share texts that represent elements of 	<p>Students:</p> <ul style="list-style-type: none"> • discuss ways in which respect or humility can be shown in Japanese, in different contexts, such as apologising for interrupting when entering a classroom, 申し訳ありません、おくれてすみません、leaving the classroom 申し訳ありません or allowing others to go first, どうぞ • share own experiences of how they communicate in different contexts, such as at a train station, shopping centre, sports game or friend’s house, and discuss differences in gestures, behaviour or politeness • reflect on and share with a peer or Japanese friend, elements of their own identity, including groups and relationships, via, for example, a digital profile, avatar or montage, noting their choices of content 	<p>Students:</p> <ul style="list-style-type: none"> • engage in conversations with Japanese speakers, in person or via digital tools, noticing cultural elements, such as eye contact, actions and agreement, and compare with own interactions • consider what linguistic or cultural knowledge is needed for a visit to a school or home in Japan and discuss adjustments they may need to make in language use or behaviour • compare ways of communicating and their appropriateness in Australian or Japanese contexts, for example, ways of indicating yes or no, agreeing or disagreeing, or declining an invitation, such as すみません、ちょっと... • engage in a variety of intercultural experiences, such as real or simulated excursions, notice their 	<p>Students:</p> <ul style="list-style-type: none"> • experience authentic interactions with Japanese speakers, for example, through face-to-face or virtual connections, identify phrases and behaviours that reflect cultural traditions or values and compare each other’s reactions • compare intercultural experiences, such as a Japanese festival or school sports day, to own experiences, reflecting on own and each other’s perspectives and reactions • reflect on the experience of learning and using Japanese, and identify any perceived changes in perceptions or attitude, for example, by asking, ‘What did I first think about learning Japanese and what do I think now?’ • consider whether learning and using Japanese influences their language

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>the people with whom they speak these languages, and display in picture format in class</p> <ul style="list-style-type: none"> • read stories about people's lives from various cultures, countries and linguistic backgrounds and notice connections to their own lives. 	<p>identify groups that they belong to, notice the ways that each group communicates and share using simple modelled statements, such as わたしのきょうしつです、ぼくのがっこうです、わたしのサッカークラブです、ぼくのチームです。</p>	<p>or family groups, noticing ways that people communicate.</p>	<p>their own identity, such as a personal crest, photo journal or self-portrait, and reflect on reactions to these.</p>	<ul style="list-style-type: none"> • recognise and discuss own and others' use of words, expressions or behaviours when interacting, for example, with a teacher, family member or new acquaintance • reflect on how intercultural experiences, such as celebrations, or the experience of becoming bilingual or plurilingual, may shape their identity. 	<p>own assumptions, and consider what assumptions people in Japan might hold about people in Australia, for example, about bringing lunch to school.</p> <ul style="list-style-type: none"> • explore and discuss cultural ways of responding to thanks or praise in different contexts, such as どうもありがとうございました、どういたしまして、まだまだです、いえいえ。 	<p>use or behaviour in different situations, such as, interacting in the classroom or going to a Japanese restaurant</p> <ul style="list-style-type: none"> • notice how aspects of communication and cultural expression are represented in Japanese texts, and respond to questions such as, 'What do you see?', 'What do you notice?' or 'Why do you think ...?' • identify and share the visible and invisible aspects of their own identity.
<p>Key concepts: noticing, culture, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures are around us? • How does it feel when I try a new language? 	<p>Key concepts: noticing, culture, reaction, identity, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures are around us? • What do I feel or notice when I experience a new language? • What makes me, me? • What does belonging look like, sound like and feel like? 	<p>Key concepts: exploration, discussion, connection, variation, reflection, identity, self-awareness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What unites our class and school? • What connections do I have with this language and its cultures? • When do we adjust the way we speak and behave? • 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: reflection, comparison, diversity, communication, identity</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? • When I learn this language, what can I learn about myself? • Who am I when I interact? • What is my place in this world? 			

Strand: Understanding language and culture

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

Sub-strand: Systems of language

Understanding language as a system, including sound, writing, grammatical and textual conventions.

Thread: Sound and writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and mimic the sounds and rhythms of Japanese, and how they are represented in writing.</p>	<p>Recognise and reproduce the sounds and rhythms of Japanese, and learn how they are represented in different scripts.</p>		<p>Recognise sound combinations, pronunciation and intonation patterns, and apply when speaking and in writing.</p>		<p>Apply knowledge of sound combinations, pronunciation and intonation patterns to develop fluency and rhythm, when reading, speaking and in writing.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • build phonological awareness by noticing, experimenting with and mimicking sounds and rhythms in shared oral texts in a variety of ways, such as by singing, chanting, reciting and repeating • notice the differences between Japanese and English sounds, for example, by listening to names or familiar words in Japanese and English, such as すし、とうふ • listen to songs or view stories and begin to notice how the number of sounds match the number of <i>kana</i> • begin to notice the three scripts, and experiment with reproducing the simplest forms by tracing, using tactile materials 	<p>Students:</p> <ul style="list-style-type: none"> • recognise and reproduce sounds, by mimicking, repeating, reciting and singing, and focusing on those that are new or initially difficult, such as ら、り、る、れ、ろ、つ • understand that there are five distinct vowel sounds in Japanese that form the basis of all other sounds, except ん • indicate the location of specific <i>kana</i> sounds in key words, for example, by raising hand or pointing when spoken by the teacher or in a song • begin to notice that some sounds can be written in different scripts, but still sound the same, such as に、ニ、ニ and き、キ、木 • experiment with reproducing the three 	<p>Students:</p> <ul style="list-style-type: none"> • sing songs or reproduce language after the teacher, with a focus on practising the rhythms, sounds, pronunciation and intonation • understand the system of basic Japanese sound combinations; that is, a vowel can be attached to most consonants to produce a <i>kana</i> • understand that the basic unit of sound in Japanese is called a mora or 拍^{はく}, and is similar to a syllable, but does not always match, for example, ちいさい has four morae but only two syllables • begin to recognise the number of morae, and understand that the length of each mora is even when pronouncing it, for example, by clapping out 	<p>Students:</p> <ul style="list-style-type: none"> • recognise that there are 46 <i>hiragana</i> with individual sounds, use mnemonic devices to remember the sound and shape of each <i>hiragana</i>, for example, け for kettle, understand that the characters can be combined to represent words, and experiment with writing them • understand that the sound ん has a mora of its own, for example, こんにちは、ほん • understand that <i>kanji</i> originated in China, <i>hiragana</i> is the simplified form of <i>kanji</i>, <i>katakana</i> is primarily used for loan words. 	<p>Students:</p> <ul style="list-style-type: none"> • recognise sound combinations using vowels such as こう、まあ、みお、 and apply when speaking and in writing • experiment with <i>you-on</i> combinations, including <i>handaku-on</i> and <i>daku-on</i>, such as しゃ、みゆ、ぎよ、 noticing changes in pronunciation, for example, しゃ and しゃ • understand that vowel length changes the pronunciation and meaning of words, for example, いえ and いいえ • experiment with and apply rhythm, intonation and stress by repeating words, chunking phrases in a sentence, or varying intonation for questions, instructions or commands in own speech, and 	<p>Students:</p> <ul style="list-style-type: none"> • understand that the sounds of <i>hiragana</i> and <i>katakana</i> have the same sounds, even though the scripts look different • apply knowledge of pronunciation of sound combinations, such as, long vowel sounds and double consonants, for example, きょう、おいしい、きって • apply voiced and unvoiced sounds using (っ) だくてん /<i>tenten</i> and (ん) はんだくてん /<i>maru</i> • explore how intonation can change the meaning, for example, by listening to and mimicking the intonation of words such as あめ (candy) and あめ (rain)、はし (bridge, edge) and はし (chopsticks) 	<p>Students:</p> <ul style="list-style-type: none"> • apply knowledge of how certain combinations of two morae make one rhythm unit (foot), for example, the copula です and the verb suffix ます • apply sound knowledge to develop fluency and rhythm when pronouncing familiar and unfamiliar loan words written in <i>katakana</i>, such as ペット and ネットボール, noticing additional sounds, such as ヴイ and テイ • understand that the sound of a particle does not always match its <i>kana</i>, for example, です、は、へ、を • explore how intonation changes when making a statement or asking a question, for example, いいです。いいですか? いいですか?

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • begin to notice stroke order in familiar <i>hiragana</i> or <i>kanji</i> • begin to recognise familiar <i>kana</i> by pointing, circling or highlighting in colour • explore simple texts and begin to notice that Japanese can be written vertically or horizontally. 	<p>scripts, by using conventional writing as well as tactile materials, for example, playdough, sand or water brushes to trace or copy</p> <ul style="list-style-type: none"> • notice and experiment with stroke order in familiar <i>hiragana</i> or <i>kanji</i>. 	<p>the number of sounds in key words or phrases</p> <ul style="list-style-type: none"> • begin to notice that statements and questions have different intonation patterns • experiment with the writing of the 46 <i>hiragana</i>, using supports such as mnemonic clues, to assist reading and writing, by associating them with pictures, for example, 硬 for coin. 		<p>experiment with representing oral language in writing.</p>	<ul style="list-style-type: none"> • develop and apply sound knowledge to written <i>hiragana</i> and <i>katakana</i>. 	<ul style="list-style-type: none"> • explore exceptions to phonetic rules, for example, changes to counter classifiers, いっぴき、にひき、さんびき。
<p>Key concepts: noticing, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What connections are there between languages? • What sounds do I recognise? • How can sounds be represented in writing? 	<p>Key concepts: systems, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What sounds do I recognise? • How is Japanese like/not like English? • What connections are there between alphabets and scripts? • What symbols do we use for sounds when writing? 	<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 Japanese? • Why are some sounds in Japanese hard for me to make? • What is similar about the way Japanese is written to other languages I know? • What patterns do I recognise? 		<p>Key concepts: systems, intonation, scripts</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do questions and statements sound different? • How can the sound of a word help us to write it? • Why do some languages use scripts and others do not? • How are symbols used to communicate meaning? • How is language like a code? 		

Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice basic elements of grammar and high frequency vocabulary.</p>	<p>Recognise and use modelled grammatical structures and high frequency, context-related vocabulary.</p>		<p>Understand modelled grammatical structures, some <i>kana</i> and <i>kanji</i> rules, and context-related vocabulary, and apply in formulaic sentences.</p>		<p>Understand and apply modelled grammatical structures, writing system rules and vocabulary knowledge, in simple, compound and complex sentences.</p>	
<p>Students:</p> <ul style="list-style-type: none"> • begin to notice that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん, はなこさん, Todd せんせい • experiment with high frequency words to label familiar objects or people, such as ほん、えんぴつ、かぞく、ともだち • begin to notice that questions usually end with the sentence-ending particle か • count using cardinal numbers, for example, 一、二、三 • recognise that numbers 四、七、and 九 can be said in more than one way • explore common onomatopoeia used in familiar texts, such as story books, songs or games. 	<p>Students:</p> <ul style="list-style-type: none"> • recognise that a Japanese sentence is formed by using scripts • recognise that Japanese uses gender-specific pronouns わたし and ぼく • notice similarities and differences between Japanese and English, such as word order in a sentence • understand that words can be sorted, for example, as a noun, adjective or verb and that these form the basic features of grammar • begin to describe, using adjectives such as colour, size and shape, in context, for example, みどりです、おおきいです、まるいです • explore basic word order in simple sentences, for example, pronoun / noun は六さいです、noun がすきです and adjective + noun です • use common onomatopoeia such as ぺこぺこ and わんわん 	<p>Students:</p> <ul style="list-style-type: none"> • recognise particles when constructing simple sentences, for example, いぬがすきです、わたしは六さいです • create shared lists or flashcards of high frequency nouns, adjectives, and verbs and use to create own simple sentences • use familiar adjectives and nouns to describe people, animals, places and things, for example, by using adjective + noun, such as おおきいくま、かわいいねこ、おいしいすいか • use the possessive particle の, for example, わたしのかぞく、Sarah さんのほん、おばあさんのいえ • notice that different questions start with words such as だれ、なに、どこ and usually include the sentence-ending particle か • useこそあど pronouns, such as ここ、そこ、あそこ、どこ 	<p>Students:</p> <ul style="list-style-type: none"> • understand and use the subject + object + verb (SOV) word order, for example, わたしはテニスをします • recognise particles は、の、を、に、が, in familiar sentences, for example, ぼくはももをたべます、わたしのほんです • describe actions using positive and negative verb tense ます and ません, for example, すしをたべます、がっこうにいきません • understand and use time words associated with days of the week, months of the year and seasons • begin to use question words なに、なん、いつ、どこ、だれ and the particle か, for example, なにがすきですか、なんさいですか • count using cardinal numbers up to and beyond 100, for example, 一、二、三…^{ひゃく}百 	<p>Students:</p> <ul style="list-style-type: none"> • understand and apply knowledge of word order to create a variety of formulaic sentences including features such as time, person and place, for example, すいようびにともだちとみせにいきます • begin to describe actions using verbs in past tense ました, for example, えいがをみました • begin to conjugate high frequency verbs using positive, negative, present and past tense, such as ~ます、~ました、~ません、~ませんでした • use particles と and も in formulaic sentences, for example, ともだちとあそびます、ともだちもあそびました • indicate means of transport, for example, くるまでがっこうにいきます • describe the existence of people, animals or objects, for example, えんぴつがあります、ねこがいます 	<p>Students:</p> <ul style="list-style-type: none"> • understand how to suggest ideas, using 'let's' or 'shall we?' by using verb form ~ましょう and ~みましょうか • use the particle へ, for example, うちへかえります、がっこうへいきます • refer to inanimate or animate objects using ~が あります and ~がいます • express the sequence of events by using terms such as さいしよに、そして、さいごに • apply time and frequency expressions, such as まいにち、ときどき, and ask and tell the time using なんじですか。~じ、~じはんです • understand and respond to different question words such as いくら、どれ • use some counters in Japanese, for example, ~人、~才、~ぴき / ひき / びき、~月、~日、~円 and understand Japanese 	<p>Students:</p> <ul style="list-style-type: none"> • understand and use ます form for positive, negative, present and past verbs to describe and recount events and experiences in time, for example, のみます、たべます、見ました、いきません、しませんでした • use words and particles related to location, direction and transport, for example, prepositions, 上、下、しんかんせんでいきました、くるまでがっこうにいきます、えんぴつはつくえの上です • useこそあど pronouns, such as これ、それ、あれ、どれ • apply language such as これ、それ、あれ、どれ, and conjunctions such as そして、それから to link and sequence ideas in modelled oral and written compound and complex sentences, using metalanguage to refer to grammatical elements

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • count using cardinal numbers, noticing patterns in numbers above 10, for example, 十三、二十七、九十八 • begin to notice differences in counter classifiers, for example, when counting age 一才 and year level 一年生。 	<ul style="list-style-type: none"> • notice and understand differences in English and Japanese sentences, for example, subject + object + verb (SOV) word order, particles は、が、の and punctuation 。!か? • count using cardinal numbers up to 100, for example, 一、二、三 ... 百 • use counter classifiers noticing differences, for example, counting people 一人、二人、三人 or animals いっぴき、にひき、さんびき。 	<ul style="list-style-type: none"> • begin to use general counters, for example, ひとつ、ふたつ、みっつ • use metalanguage when talking about grammatical elements, for example, noun, adjective, verb, particle, or positive and negative tense. 	<ul style="list-style-type: none"> • use prepositions to describe the position of objects, for example, 上、下、左、右、うしろ、となり for example つくえの上に本があります • build shared vocabulary lists, table mats or dictionaries for classroom use, which include words, common phrases and sentence starters • use counters for time and money, for example, 五月、十八日、六じ、十円 • develop metalanguage for talking about Japanese language and compare terms to those used in English. 	<p>numerical place order, 一、十、ひゃく、せん、まん</p> <ul style="list-style-type: none"> • identify different grammatical elements, for example, verb endings, or translate sentences word for word to compare differences in word order in English and Japanese, and circle or colour different parts of speech in a sentence • further develop metalanguage to discuss grammatical elements used in English and Japanese, such as preposition, animate and inanimate. 	<ul style="list-style-type: none"> • understand and apply a range of particles in simple compound sentences, for example, へ、で、に、を、と、も and explore the use of います/あります to refer to animate and inanimate objects • use adverbs such as ちよつと、すこし、たくさん • count and use ordinal numbers up to and beyond 1000, for example, 百、千、万 • understand and use the て form in modelled situations, such as when giving instructions or seeking permission, for example, 見てください。トイレにいてもいいですか • recognise the order for writing the components of the date and time in Japanese, for example, 年、月、日、～よう日、～時、～分, and incorporate into texts.
<p>Key concepts: vocabulary</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why are there different ways to name the same thing? 	<p>Key concepts: systems, grammar, vocabulary</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Key questions: • 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? 	

Thread: Text structure and organisation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that language is organised as text that can be spoken, written or multimodal.</p>	<p>Recognise and understand that texts have different language structures and features.</p>		<p>Recognise and understand language structures and features of familiar texts and compare with English or other known languages.</p>		<p>Understand and compare language structures and features in Japanese and English texts.</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, multimodal, digital, short or long • begin to notice that Japanese can be written vertically or horizontally and that written text has punctuation such as <i>くてん (。)</i> and <i>どうてん (、)</i> • begin to use metalanguage to name familiar types of texts, such as a story, rhyme, song, video or conversation • notice that texts are all around their immediate environment and locate or identify texts in the classroom such as labels, anchor charts, displays, books, talks and songs. 	<p>Students:</p> <ul style="list-style-type: none"> • recognise and understand that language is organised as texts which have different language structures and features, such as repetition, rhyme and rhythm in action songs and chants, and experiment with these features in own texts • notice how texts are organised, for example, that storybooks are sequenced and contain features such as titles, captions, images and page numbers • recognise and describe texts using metalanguage, such as story, song, game or rhyme • notice familiar or everyday texts around the classroom or home such as instruction manuals for games, recipes or lists of things to do, recognising that texts can be spoken, heard, viewed, written or read, short or long • notice writing conventions, such as direction of the 	<p>Students:</p> <ul style="list-style-type: none"> • explore language structures and features of familiar texts, for example, using <i>むかしむかし</i> to start a story, repetitive words or rhyme to create a song, or text direction to write a card • notice language structures and features of familiar texts, such as punctuation, page progression, direction and layout, including <i>たてがき</i> and <i>よこがき</i> • understand and use simple text features such as tables, graphs, diagrams, captions and illustrations to help make meaning. 	<p>Students:</p> <ul style="list-style-type: none"> • recognise and share language structures and features in familiar types of texts, for example, titles and headings in a recipe or subtitles in an animation, and punctuation rules, and compare to the way English is organised in similar texts • read or view familiar texts such as menus, calendars, and animations, and share how text features suit the purpose, for example, that menus have pictures with labels, calendars have graphs, and videos or digital books have subtitles • recognise and compare different language structures and features, such as layout, direction, title, illustrations and punctuation, for example compare punctuation in a picture book to speech bubbles in a <i>manga</i> • understand the use of language structures and features in different texts, such as verb tense in a recount, ordinal numbers for a recipe, punctuation in 	<p>Students:</p> <ul style="list-style-type: none"> • recognise and understand text features such as layout and text direction, and writing conventions such as no spaces or no capital letters, in texts, for example, in picture books, digital books, games, video clips or songs, compare with other languages, and apply these in own texts • recognise and use language used in specific texts, for example, write a postcard or greeting card using <i>せんせいへ、ベンより</i> • apply knowledge of language structures and features to locate key information, such as name, age and nationality across a range of texts, for example, social media profiles or simple non-fiction texts • understand how information from one type of text can be transferred to another, for example, a shopping list can be created from a recipe, or a list of clothing can be 	<p>Students:</p> <ul style="list-style-type: none"> • classify a range of texts such as stories, greeting cards, recipes, instructions, posters and advertisements, according to their purpose or audience, for example, to entertain, inform or persuade, or for friends, members of the community, or a sister school, using their language structures and features as a guide • recognise and understand language structures and features typically associated with particular texts, such as the use of imperatives in recipes and time markers in stories, or rhyme, rhythm, imagery, and onomatopoeia to entertain and engage target audiences in a song, rap or story • recognise and compare writing conventions, for example, various ways to order the date in Japanese and English • identify and share how language structures and features of texts might 	<p>Students:</p> <ul style="list-style-type: none"> • understand and compare language structures and features used in a variety of Japanese and English texts, such as letters, instructions, emails or phone conversations, for example <i>～さんへ、～より、もしもし</i> • explore and share how different types of texts create specific effects by using specific language structures and features, for example, appropriate punctuation, superlative adjectives and imperative verb forms in advertisements designed to persuade • consider how the composition of texts in different languages reflects cultural values, such as the ordering of information on Japanese ID cards or when <i>kanji</i> or Arabic numerals are used in Japanese texts • understand and apply writing conventions associated with using <i>げんこうようし</i>, for example, the size of small

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	text and commonly used punctuation.		a picture book or text direction in a <i>manga</i> .	generated from a weather report <ul style="list-style-type: none"> • apply knowledge of punctuation, sequencing and alphabetical order, by writing or giving instructions, writing word lists or creating shared dictionaries. 	change depending on the purpose and audience, such as a phone message to home or the teacher, an email to a friend or a business, or a news report on television or in a children’s magazine <ul style="list-style-type: none"> • compare similar texts in Japanese and English, such as comic books, children’s magazines or catalogues. 	characters, the position in the square and the placing of punctuation.
<p>Key concepts: noticing, structure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What texts are around me? • What do I notice about texts around me? 	<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? • What is punctuation and what does it do? 		<p>Key concepts: conventions, presentation, comparison</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? • What role does punctuation play? 		<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? • Does punctuation matter? 	

Sub-strand: Language change and diversity

Understanding how languages change over time and place.

Thread: Language change and diversity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice that Japanese is one of the many languages spoken in Australia.	Notice that languages borrow words and expressions from each other.		Understand that languages change over time and influence each other.		Understand that languages change over time and are influenced by societal changes, global trends, technology and new ideas.	
<p>Students:</p> <ul style="list-style-type: none"> • begin to notice and explore the languages of classmates and teachers, and where those languages originated, acknowledging that languages are spoken in many parts of the world • notice that Australia has many languages, such as, Aboriginal and Torres Strait Islander languages, English, community languages and languages taught at schools • recognise that Japanese is the official language of Japan and is spoken by people in Japan and some other countries, including Australia. 	<p>Students:</p> <ul style="list-style-type: none"> • notice that languages borrow words from one another and that both Japanese and English include words and expressions from many languages • understand that many people, for example, the teacher, students and their families, may speak more than one language • explore words that classmates know that are similar or used in more than one language • understand that Japanese is a language taught and learnt in Australian and Japanese schools, as well as in schools all around the world • understand that all languages change over time due to contact with each other. 	<p>Students:</p> <ul style="list-style-type: none"> • notice that Japanese uses many loan words, がいらいご, from other languages, and that these are pronounced differently in Japanese, for example, ペン、テレビ、スパゲッティー • discuss reasons why languages borrow words from other regions or countries, such as words related to food, toys or technology, すし、ポケモン、アニメ、コンピューター • recognise that English and other languages have borrowed Japanese words such as <i>judo</i>, <i>origami</i>, <i>sushi</i> and <i>manga</i>, noticing how these words are pronounced. 	<p>Students:</p> <ul style="list-style-type: none"> • understand that がいらいご are written in <i>katakana</i> and sound familiar in multiple languages, including English, for example, クリケット、パンダ、チョコレート、レモン, and that がいらいご may also be from other languages they have heard, such as the Italian word ピザ or the French word レストラン • recognise familiar がいらいご in simple Japanese texts, such as books, videoclips and anime. 	<p>Students:</p> <ul style="list-style-type: none"> • recognise common がいらいご which appear in English dictionaries, such as <i>anime</i>, <i>haiku</i>, <i>futon</i> and <i>zen</i> and how the meanings may have changed over time • understand that Japanese and English language and culture influence each other, for example, by their proximity in the Asia-Pacific region, and that all languages change over time and influence each other • understand that Australia is a multilingual country that includes people who speak or learn Aboriginal and Torres Strait Islander languages, English, Japanese and many other languages. 	<p>Students:</p> <ul style="list-style-type: none"> • understand that there is a standardised form of Japanese, and that different dialects are spoken in different regions of Japan, such as <i>Tōhoku</i>, <i>Tōkyō</i> and <i>Kansai-ben</i> • understand that there are Japanese-speaking communities outside of Japan, for example, in Hawaii and South America, and that Japanese is widely taught in many countries around the world • explore the etymology of words, for example, the word <i>emoji</i> comes from two Japanese morphemes and is used in English and many other languages • understand that languages change over time due to technology and global trends, such as social media, movies, television programs and advertisements. 	<p>Students:</p> <ul style="list-style-type: none"> • understand that languages change in response to needs, new ideas, societal changes, global trends and developments in technology, for example, ロボティックス • explore types of words and expressions that are most frequently borrowed, such as グローバル、カラー、ゲーム • understand the impact of globalisation on language and culture, such as through travel, tourism, media and digital communication, for example, the increasing use of <i>romaji</i> and English words in signage and advertising in Japanese contexts • explore how the Japanese language is influenced by and influences other languages and cultures, for example, in relation to pop culture, food, music, sport and technology, such as

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>J-Pop、ハンバーガー、バスケットボール、インターネット</p> <ul style="list-style-type: none"> • understand that languages change, that some continue to grow and expand, while others are being revived or are endangered, for example, Ainu or Aboriginal and Torres Strait Islander languages.
<p>Key concepts: diversity</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 Italian spoken? 	<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 this language spoken? 		<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Where can I see and hear Japanese in our community, in Australia, or in the world? • How do languages change over time? • Is Japanese the same wherever it is spoken? • Why do languages borrow words? 		<p>Key concepts: diversity, change, origins</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why has Japanese evolved and changed over time? • Who uses Japanese and why? • Why is Australia a multilingual country? • How does knowing the origin of words help our learning? 	

Sub-strand: Interrelationship of language and culture

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

Thread: Interrelationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice connections between languages and cultures.	Notice ways that language is connected with culture.		Understand that language reflects culture and recognise connections between each other's languages and cultures.		Understand that language reflects cultural practices and values, and that this impacts on language use, behaviour and communication.	
<p>Students:</p> <ul style="list-style-type: none"> • notice and discuss, in English, where they have heard or seen other languages, including Japanese, in the community, such as at home, supermarkets, festivals, school events, food trucks, restaurants, or on television • explore cultural artefacts from Japan and other known cultures, making connections with associated language, for example, traditional and modern toys, such as, こけし、まねきねこ、だるま、ポケモン。 	<p>Students:</p> <ul style="list-style-type: none"> • notice and make connections between languages and cultures through play-based activities, for example, in a restaurant or shop, using cultural artefacts and associated language, such as いらっしゃいませ、いただきます、～をください、ごちそうさまでした • notice and share the ways that cultures and language are expressed through music, dance, stories, games and celebrations • become aware of Japanese ways of showing respect and politeness, and compare with how this is done in their own languages and cultures, for example, by using titles, bowing, and accepting objects with both hands • notice language use and behaviour between speakers of Japanese, for example, by viewing video clips or photos of familiar contexts, such as lining up 	<p>Students:</p> <ul style="list-style-type: none"> • recognise that learning and using Japanese involves cultural ways of behaving, for example, when arriving home saying ただいま, removing shoes and putting on slippers • notice and share terms or expressions that carry cultural meaning, such as きゅうしょく or おべんとう • notice visible and invisible elements of culture, such as ways of eating, symbols, how people live, and their values • notice expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sport and leisure activities, for example, 'backyard' and 'footy'. 	<p>Students:</p> <ul style="list-style-type: none"> • notice that some phrases or expressions need cultural knowledge to be understood, for example, がんばって、おねがいします、げんき • recognise and compare gestures and behaviours associated with language and cultures, such as bowing and saying こんにちは or waving and saying hello in English • recognise connections between each other's languages and cultures, by, for example, exploring the cultural meaning behind Japanese family names being placed before given names. 	<p>Students:</p> <ul style="list-style-type: none"> • understand that language use reflects cultural values, for example, respect for older people is demonstrated by terms of address, such as さん、せんぱい、せんせい、さま • explore cultural values that are expressed in the language used in different contexts, for example, at home, such as いってきます、いってらっしゃい、おかえり • understand that politeness and respect can be conveyed through gestures and body language and that these can replace language, for example, おじぎ as a greeting, apology or to be excused • explore the meaning of culture, understand that it involves visible elements, such as foods, symbols, music or festivals, as well as invisible elements, such as manners, gestures, how people live, how they think 	<p>Students:</p> <ul style="list-style-type: none"> • recognise own language use and culture in words and expressions related to everyday contexts, such as slang words or colloquialisms, for example, 'thongs', 'bathers' or 'see ya' • discuss ways of communicating and behaving, for example, responding to offers of food or drink, turn-taking in conversations or use of age and context appropriate words and expressions, such as ぼく、おれ、わたし • identify non-verbal expressions used in various cultures, such as eye contact, bowing, nodding, pointing, and explore how they reflect values associated with respect and caring for others. 	<p>Students:</p> <ul style="list-style-type: none"> • notice ways in which Japanese language and behaviour reflect humility, such as reluctance to volunteer in class, how to respond to compliments しょうずです。いいえ, and prioritising the group rather than the individual • understand that images and words carry cultural meaning, for example, in Japanese and Australian print and media, such as advertisements, brochures or commercials • understand that people interpret intercultural experiences in different ways depending on their own cultural perspective and that this may affect understanding, for example, experiencing for the first time 花見、カラオケ、おんせん or まつり。

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	and waiting for the しんか んせん。			about themselves and others, how they relate to the environment, or personal space.		
<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures do I bring? • What languages and cultures are around me? 	<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I already know about Japanese language and cultures? • What connections can I see between my own languages and cultures and Japanese language and 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 this language? 		<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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