

Reception to year 6

Languages

Japanese

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Scope and sequence

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Languages – Japanese: Reception to year 6

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Context statement

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

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

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

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

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

This 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 for their context.

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

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

The South Australian Languages Scope and Sequence provides:

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

Achievement standards

Year 2	Year 4	Year 6
<p>Skills</p> <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • interact with the teacher and peers through play and action-related language • use formulaic expressions and appropriate gestures in everyday interactions, such as, exchanging greetings and farewells, thanking and apologising, and giving and receiving • use visual, non-verbal and contextual support, such as, pictures, gestures, facial expressions and props to make meaning of simple texts • identify key words, such as, names or numbers of objects or people and demonstrate comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts • respond to instructions through actions • respond to questions with single words and set phrases and by selecting images or objects • present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language • describe people and objects using adjectives to indicate colour, shape and size • indicate ownership • mimic Japanese pronunciation, intonation and rhythm through shared reading and singing • recognise and begin to write single <i>kanji</i>, the 46 <i>hiragana</i> symbols, and some <i>hiragana</i> words • demonstrate understanding of <i>hiragana</i> as well as <i>kanji</i> by actions, such as, matching, labelling and sorting • translate and interpret examples of everyday Japanese language use and cultural behaviours, such as, the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours. 	<p>Skills</p> <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • interact with the teacher and peers in regular classroom routines and structured interactions • understand and respond to instructions related to classroom organisation and activities • use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions, such as, praising or encouraging one another • use language spontaneously in simple familiar communicative exchanges • respond to simple questions using short spoken statements • use counter classifiers in response to questions • identify specific items of information, such as, facts about or key characteristics of people when listening to or viewing texts • use cues, such as, context, visual images and familiar vocabulary to assist comprehension • create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources • describe people and events using adjectives, time-related vocabulary and appropriate verb forms • read and write the 46 <i>hiragana</i>, including long vowels, voiced sounds, and blended sounds as formulaic language as well as high-frequency <i>kanji</i> • apply word order (subject–object–verb) in simple sentences • comprehend short written texts, such as, captions, labels, signs and stories that use familiar and repetitive language • translate simple texts using classroom resources, such as, charts or word lists, noticing that some words and expressions do not translate easily • identify examples of cultural differences between ways of communicating in Japanese and in their own languages. 	<p>Skills</p> <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions • ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation • ask for clarification and assistance, negotiate turn-taking and follow instructions • extend their answers by using conjunctions • show concern for and interest in others by making enquiries and apologise and express thanks using appropriate gestures • read and write all <i>hiragana</i>, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency <i>kanji</i> • locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics • express reactions to imaginative texts, such as, by describing qualities of characters • create connected texts of a few sentences, such as, descriptions, dialogues or skits • structure sentences using particles and prepositions, and apply the rules of punctuation when writing • describe and recount events and experiences using time and present/past/negative verb forms • use counter classifiers in response to questions • translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use • comment on similarities and differences in ways of expressing values, such as, politeness, consideration and respect in Japanese compared to other languages and cultures.

<p>Understandings</p> <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • identify the 3 different scripts in Japanese, <i>hiragana</i>, <i>kanji</i> and <i>katakana</i> • understand that <i>hiragana</i> represents the basic units of Japanese sound and apply that knowledge in their communication • know that <i>kanji</i> represents meaning as well as sounds, and that <i>katakana</i> is used for borrowed words • know that stroke order in writing characters is important • identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order when greeting others and in simple sentences • provide examples of different ways of addressing friends, family and teachers or other adults • use pronouns, titles and suffixes to address different people • identify Japanese words that are often used in English-speaking contexts • give examples of Japanese words and phrases that have been borrowed from other languages • identify similarities and differences between Japanese and their own languages and cultures. 	<p>Understandings</p> <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • identify both vowel and vowel-consonant sounds of <i>hiragana</i>, recognising that vowel sounds can be elongated and that this can change meaning • identify ways in which rhythm is used to chunk phrases within a sentence • use the <i>hiragana</i> chart to support their reading and writing, recognising its systematic nature • demonstrate awareness of the predictable nature of pronunciation • know the role of particles, the rules for simple verb tense conjugations, and how to create questions using the particle か` • understand and use the rules and phonetic changes that apply to counter classifiers • identify language variations that occur according to the age and relationship of participants, and according to the situation • demonstrate their understanding of the importance in Japanese of non-verbal communication, such as, the use of gestures, for example, bowing to replace words and to communicate meaning • identify ways in which Japanese language reflects ways of behaving and thinking. 	<p>Understandings</p> <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • understand and use the <i>hiragana</i> chart to pronounce contracted and blended sounds and exceptions to phonetic rules • understand and apply the rules and phonetic changes related to counter classifiers • apply their knowledge of stroke order to form characters • give examples of ways in which languages both change over time and are influenced by other languages and cultures • identify words from other languages used in Japanese and how the pronunciation, form and meaning of borrowed words can change when used in Japanese • identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as, ways of deflecting praise.
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Scope and sequence

Strand: Communicating

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

Sub-strand: Socialising

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

Thread: Socialising and interacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to greetings and phrases using gestures, modelled words and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and use gestures, greetings, words and phrases in songs, rhymes and games • respond to greetings, with words and phrases, such as, おはよう、こんにちは、さようなら、はい、いいえ • use modelled gestures, such as, bowing and pointing to nose to indicate self • introduce self, using modelled phrases, such as, Ken です。五さいです。 	<p>Recognise and respond to greetings, phrases and questions using gestures, modelled words and sentences, and share information about self, likes and dislikes.</p> <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 • use formulaic sentences, including appropriate pronouns, and form statements to share information about self and to indicate likes and dislikes, for example, ぼくは Takeshi です。六さい 	<p>Respond to greetings, phrases and questions using gestures, words and sentences, and share information about self, feelings, family and favourite things.</p> <p>Students:</p> <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 • respond to simple questions about feelings, for example, おげんきですか and respond using まあまあです • share information about self or family using spoken language, for example, はじめまして、Keiko 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 	<p>Exchange information about self, family or friends, using modelled formulaic language and asking modelled questions.</p> <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! ほんと? だいじょうぶ? がんばって。 	<p>Exchange and respond to information about family, friends and favourite activities using simple spoken statements, questions, and expressions of encouragement.</p> <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。よろしくおねがいします • share present and past activities and experiences using correct verb forms, such as, place にいきました。food をたべました。drink をのみます。activity/sports 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。なにをたべましたか。どこにいきましたか 	<p>Initiate and exchange information with peers in familiar contexts, describe aspects of daily life and personal world, express preferences, and show interest in and respect for others.</p> <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 sport をします, school subject がじょうず、animal 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, such as greeting cards, 	<p>Initiate and sustain interactions in familiar contexts, describe aspects of school routines, pastimes and celebrations, and show interest in and respect for others.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange personal information through, for example, an interview 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 • use modelled language to question or survey people about their skills or preferences, such as, 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 • use common あいづち interjections to sustain conversations, such as, ああそうですか、ほんとうに、ええ? • use modelled language to interact with young

	です。いぬがすきです。わにがすきじゃないです。	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。ねずみが大好きです。		<ul style="list-style-type: none"> • use formulaic expressions to encourage 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? 	postcards, letters or emails.	Japanese speakers about school life or pastimes, such as, by messages, texts or emails.
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<p>Key concepts: self, family, friendship, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What makes a family? • Why do we need friends? • How do I show respect to the people around me? 	<p>Key concepts: identity, socialising, relationships, etiquette</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the language I use change when interacting with people in my world? • How do I choose what I share about myself? • How do I know I have been understood? • How do our manners change in different situations? 	<p>Key concepts: identity, communication, interaction, respect, じこしょうかい</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?
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Thread: Taking action and transacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in guided play-based activities using movement, song, gestures and pictures to support comprehension.</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、おすんでひらいて、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 	<p>Participate in guided, play-based activities and simple tasks using simple expressions, visual and spoken cues, gestures and pictures to convey meaning.</p> <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, using simple words, modelled questions and 	<p>Participate in guided activities, simple tasks and collaborative games, using formulaic expressions and gestures to convey meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in guided, play-based tasks and activities that involve guessing, matching and choosing objects, using modelled questions and responses, 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, listing foods 	<p>Follow familiar instructions and cooperate with peers using modelled phrases and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow familiar instructions and use modelled language to participate in tasks involving taking turns, swapping, sorting and classifying items • cooperate with peers to plan and play a simple game or activity using familiar modelled language, with teacher support, such as, すごろく、じゃんけんぽん or かるた。 	<p>Follow and give instructions and cooperate with peers using familiar phrases and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow simple familiar instructions or procedures for activities, 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, 	<p>Plan and present activities for peers or a buddy class, using language to share information.</p> <p>Students:</p> <ul style="list-style-type: none"> • plan 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 • cooperate with peers to plan and prepare promotional materials, using language that shares information, for example, たいこのえんそう、木ようび、十一時 木よう日、十一時、たいいくかん 	<p>Organise and conduct school or community activities or events using language to present information and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 Japanese language and culture, such as, introducing <i>hiragana</i>, or cultural behaviours, for

<ul style="list-style-type: none"> • participate with peers in simple role-plays to practise modelled words and phrases. 	<p>responses, for example, わかりますか。はい/いいえ</p> <ul style="list-style-type: none"> • participate in a group performance, such as a song, dance or short play, for example, ‘The Big Turnip,’ using movement, gestures and images to convey meaning. 	<p>for a shared ^{はなみ}花見 picnic. にんじんがほしいですか。はい、にんじんがほしい</p> <ul style="list-style-type: none"> • play games, such as, じゃんけんぽん or simple 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>directions for a treasure hunt, instructions for a card game.</p>	<ul style="list-style-type: none"> • plan and present a simulated experience, for example, a shopping expedition, using transactional language, such as, いらっしゃいませ。これをください。いくらですか。3000円です。はい、どうぞ。 	<p>example, bowing appropriately when receiving a gift, and present to a buddy class or school community</p> <ul style="list-style-type: none"> • collaborate to 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ょうか。 B: 月よう日は、ちょっと…。 A: 火よう日はどうですか。
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<p>Key concepts: play, participation, rules</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is play the same all around the world? • How does play help us to learn? • Why do we need rules? 	<p>Key concepts: cooperation, roles and responsibilities, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we work together? • Why do I need to give or follow instructions? • Why is it important to have roles and responsibilities? 	<p>Key concepts: transactions, collaboration, planning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language choices do we make when transacting? • How can we collaborate? • What steps do we follow when planning?
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Thread: Building language for classroom interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in classroom routines and follow instructions, using gestures and single word responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in routines such as opening and closing 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, 	<p>Participate in classroom routines and respond to instructions, using gestures, words and modelled phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in routines such as 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 • recognise and respond to requests that use verb + 	<p>Participate in classroom routines and respond to instructions, using gestures and modelled language to thank, request and apologise.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to questions using gestures and words, such as, まる/ばつ (○×) and はい/いいえ • respond to instructions to set-up or pack up, play games or complete 	<p>Follow and respond to routines and directions using modelled language to ask questions and request permission.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate 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 	<p>Follow and respond to instructions, questions, and requests, using familiar language to ask permission, seek help and praise each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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。いきましょ 	<p>Lead classroom routines or activities, give instructions and negotiate turn-taking.</p> <p>Students:</p> <ul style="list-style-type: none"> • assume the role of class ^{とうばん}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 	<p>Lead classroom routines and activities, give instructions, ask and respond to questions.</p> <p>Students:</p> <ul style="list-style-type: none"> • take on different roles and responsibilities in the classroom, for example, act as a class leader or monitor, using modelled classroom language, such as, みんなさん、すわってください、みてください、いってく

<p>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</p> <ul style="list-style-type: none"> • respond to teacher requests during activities, using well-rehearsed actions and phrases, for example, のりをください。はい、どうぞ、ありがとう。 	<p>ください、for example, すわってください</p> <ul style="list-style-type: none"> • respond to instructions through movement or actions, such as lining up, choosing objects, drawing shapes or selecting cards • begin to use modelled phrases and gestures to 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。 	<p>tasks, for example, かいてください、みてください、よんでください</p> <ul style="list-style-type: none"> • request and receive classroom objects, for example, すみません、noun をください、えんぴつがありますか。はい、どうぞ • 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>です。日^ひですか。きょうは月^{げつ}よう日^びです。はれです</p> <ul style="list-style-type: none"> • follow teacher directions, such as moving around the classroom or school, using equipment or finding objects, such as, たいいくかんについてください。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, トイレにいてもいいですか。のんでもいいですか。えんぴつをかしりてもいいですか。はい、どうぞ。 	<p>うか。はい、いきます。大きいこえて</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^{ばん}：くちをかいてください。おおきいです 二番^{ばん}：みみをかいてください。ちいさいです • use gestures and formulaic expressions to excuse and request assistance, for example, しつれいします、たすけてください。おねがいします。すみません、わかりません • ask for help or clarification, for example, すみません、もういちど教えてください • use modelled phrases to encourage and praise each other, such as, じょうず、すごい、いいね、タラさん、すてき。 	<p>わってください、みてください、きいてください</p> <ul style="list-style-type: none"> • negotiate turn-taking, for example, ちょっとまってください、Matilda さんのばん。どうぞ • use gestures, actions and modelled language to interrupt, ask for 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>ださい、きいてください。ほんをもってきてください</p> <ul style="list-style-type: none"> • lead class routines, and guide 日直^{にちちよく}, for example, open and close the lesson, lead activities 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 using modelled language to show politeness, such as, おわりましたか。はい、そうです。どちらがたしいですか。B です。いいえ、ちがいます。はい、いいです。けっこです • praise, compliment, encourage and thank each other using modelled language, such as, 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>Key concepts: routine, politeness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are our daily routines? • What does being polite look, sound and feel like? 		<p>Key concepts: procedure, routines</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to follow instructions? • Why do we need routines? 		<p>Key concepts: responsibility, respect, negotiation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need to share responsibility? • What qualities make a good leader? • How does showing respect help us to learn and grow? • What skills do we need to work well with each other? 		

Sub-strand: Informing

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

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise individual <i>hiragana</i>, <i>kanji</i> or key words in simple spoken, written and multimodal texts and use in guided tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for Japanese sounds or words in songs, rhymes, videos or teacher statements, and respond with 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>Recognise and find individual <i>hiragana</i>, <i>kanji</i> or key words in simple texts and use in guided tasks.</p> <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>Locate individual <i>hiragana</i> or <i>kanji</i> characters, words or phrases in simple familiar texts and use in guided tasks.</p> <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 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。 	<p>Locate specific information in familiar spoken, written, and multimodal texts related to own personal world, and use in modelled tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • find 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 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 sequence or categories. 	<p>Locate and gather factual information in familiar texts related to own and others' personal world, and use in modelled tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather information about peers' home life and activities, for example, by 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 さくらせん 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>Locate and compare information from a range of familiar texts, related to personal and social world and use in a range of tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • view video clips or websites to locate information about Japanese elementary student 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 student lunchboxes. 	<p>Gather and compare information from a range of texts related to young people's interests, preferences and lifestyles, and use in a variety of tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather 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 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"> • How do we find out new information? • Where can we find the information we need? • How can we recognise the important parts of a text? 	<p>Key concepts: obtaining, selecting, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is factual information? • What are useful ways to gather information? • How do we select the most important information? 	<p>Key concepts: comparing, evaluation, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information we can trust? • Why is certain information better suited to written, visual or spoken texts?
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Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share information about self and significant objects using gestures, familiar words and modelled phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information about self using gestures, familiar words and modelled phrases, for example, 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. 	<p>Share information about self, family and objects using gestures, familiar words and modelled phrases.</p> <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 noun です。adjective です。これは noun です • label and display classroom objects, for example, ほん、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。 	<p>Present information about family and friends, and favourite objects or events, using modelled phrases and simple sentences.</p> <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 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 • present information about favourite things using simple descriptive sentences to indicate colour, shape and size, for example, ぼくのおもちゃです。あかいです。まるいです。ちいさいです。 	<p>Present key information relating to home and school contexts, using modelled sentences and simple descriptive statements.</p> <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 information from peers, such as favourite sports, foods or colours, and present as a list, class profile, 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。 	<p>Present factual information relating to cultural contexts using modelled sentences including descriptive statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • present factual information using descriptive statements, for example, 新幹せんはやいです。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。 	<p>Convey and present information in a range of formats using familiar language in descriptive statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather and present in a variety of ways, information 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 • compile 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。 	<p>Convey and present information, selecting appropriate formats to suit the context and audience.</p> <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 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, いきましょう、しましよ、みましよ • create an information text in the form of a poster or video, such as an introduction to their class, school or hometown, for an intending exchange student visit or sister school correspondence.

<p>Key concepts: sharing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What information do we like to share? • What are the ways we can share information? 	<p>Key concepts: informing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness? 	<p>Key concepts: informing, conveying</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across?
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Sub-strand: Creating

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

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in shared listening and viewing of simple, repetitive imaginative texts and respond through collaborative singing, miming and movement.</p> <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 expression and approximate pronunciation of familiar words or phrases • 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 responses, for example, <i>だれですか。おに。おおきいですか。はい。</i> 	<p>Participate in shared listening, viewing and reading of simple imaginative texts, and respond through collaborative singing, chanting and movement.</p> <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, for example, <i>コロちゃんはどこですか。ドア!</i> • 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>Participate in a range of imaginative texts, and respond through movement, performance and collaborative retelling.</p> <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, <i>かぐやひめはかわいい、おにはあおい</i> or answering questions such as <i>だれですか。ちいさいですか。</i> • 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>Engage in and respond to imaginative texts using simple statements to describe characters, places and events.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage 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 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。ぼしよはえきです</i> • 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>どきどき、ぺこぺこ、ぴかぴか、にこにこ。</i> 	<p>Engage in and respond to a range of imaginative texts using modelled statements to describe favourite characters, elements or themes.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view and read a range of texts, such as <i>anime</i> and children’s television programs, and identify key words, familiar phrases, cultural expressions and behaviours • 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>ちょっとこわいです、かっこいいです、やさしい人です。</i> 	<p>Engage in traditional and contemporary imaginative texts, and share personal experiences, feelings and responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to and view traditional and contemporary texts, such as performances, game shows and artwork, and share feelings using expressions, such as, <i>たのしいです。おもしろいです</i> • 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>Engage with traditional and contemporary imaginative texts, and share key messages, cultural elements and personal opinions.</p> <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, <i>だれ、いつ、どこ</i> • view and respond to simple texts such as folk tales, <i>anime</i>, <i>manga</i> or films that evoke emotions such as happiness, amusement, fear or anger, and make connections with their own experiences by using statements, such as, <i>わくわくします。だいきです。こわいです。どきどきします。びっくりしました。へんですね</i> • 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, interaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is imagination? • How does joining in help us enjoy an experience? • What makes a good story? • How does the story make me feel? 	<p>Key concepts: engagement, character, description</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does a story draw me in? • How do I connect with the characters? • How can descriptions help us to enjoy a story and connect with a character? • How can stories help us learn about languages and cultures? 	<p>Key concepts: message, response, opinions, relating, おんがえし</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 おんがえし through performances and stories?
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Thread: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in and share imaginative songs, chants, rhymes and stories.</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 well-known song • act out or re-tell a familiar folktale or story using repetitive language, gestures and actions. 	<p>Participate in and perform imaginative songs, chants, rhymes and stories.</p> <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. 	<p>Create and perform simple, imaginative texts, using familiar words and modelled language.</p> <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 simple imaginative texts using familiar words and modelled language, and perform to a buddy class or school assembly. 	<p>Create and perform simple, imaginative texts based on familiar models, that explore language and culture.</p> <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^{ぼし}、かえるの^{うた}歌 • create an imaginary animal or まんが style character and present as a digital display, artwork, まんが 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。 	<p>Create and present imaginative texts that express language and culture.</p> <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. 	<p>Create and adapt imaginative texts based on familiar models, and present or perform to specific audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • adapt a familiar text such as story or poem and perform the new version for a specific 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>yokai</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. 	<p>Create, present and perform alternative versions of imaginative texts for a range of audiences to suit different contexts.</p> <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.

			<p>ほねをたべます。かわいいです</p> <ul style="list-style-type: none"> • create an artwork, poem or original text to share an aspect of Japanese culture, such as a haiku poem to represent nature. 				
<p>Key concepts: re-creating, imagination</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? 			<p>Key concepts: creating, re-imagining, performance, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I re-tell a story without losing the message? • How can I make my presentation or performance entertaining? 		<p>Key concepts: adapting, performance, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I make 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? 		

Sub-strand: Translating

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

Thread: Translating and explaining

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice and predict the meaning of Japanese gestures, expressions and words, and share the 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 • predict the meaning of Japanese words and actions in signs, songs or short videos by noticing similar sounds, images, facial expressions and gestures • begin to notice some similarities and differences between Japanese and English, such as scripts, sound, gestures and ways to show politeness. 	<p>Notice and predict the meanings of gestures, expressions, words and phrases, and begin to translate between Japanese, English and other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • predict the meaning and use of simple expressions used for different occasions and share the meaning with others, for example, おめでとう、いただきます、むかしむかし、おわり、つづく • recognise that simple words, gestures and actions can be translated, for example, by playing matching games with Japanese and English word and picture cards • share simple rhymes and songs, 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>Notice connections between languages, share cultural behaviours and expressions and translate familiar words and phrases.</p> <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, making an X with fingers • 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 Japanese words borrowed from other languages, for example, the Portuguese word パン。 	<p>Translate and interpret simple texts noticing aspects of language and culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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>Translate and interpret simple texts and identify aspects of language and culture that do not translate easily.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate simple, familiar texts using dictionaries, word lists and pictures, 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 • 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>Translate and interpret short texts and recognise that words and expressions carry cultural meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate short texts, such as, a children’s book, advertisement or menu, using 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>Translate and interpret familiar texts and explain aspects that carry cultural meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate texts such as captions, menus, posters or invitations, using online dictionaries and electronic translation tools, and compare results • interpret cultural gestures, behaviours and expressions used, for example, in an interview, conversation or television commercial • translate familiar texts, such as advertisements and brochures and explain the choices made when there is no direct translation • collate and interpret <i>katakana</i> words common in texts, and Japanese words used within own languages, for example, <i>tsunami</i>, <i>bonsai</i>, <i>emoji</i>, <i>karaoke</i>.

<p>Key concepts: noticing, translation, prediction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does translate mean? • When do I need to translate? • What helps us predict what words might mean in another language? • Why do people use body language and gestures when explaining? 	<p>Key concepts: translation, interpretation, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do words that look and sound the same always have the same meaning? • What words and gestures are similar in the languages you know? • What do I notice about word order when translating simple sentences? 	<p>Key concepts: interpretation, explanation, translatability, context</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When is translating and interpreting needed? • How can I translate a text without losing the meaning? • 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?
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Thread: Creating bilingual texts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shared bilingual texts using pictures, modelled words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 bilingual labels or posters with illustrations for classroom use • 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>Create shared bilingual texts using modelled words, phrases and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual wall charts or picture dictionaries using images, captions, labels and student drawings • write captions or labels in <i>hiragana</i>, <i>romaji</i> and English to support learning new words and phrases, such as a picture montage about favourite foods • use modelled vocabulary, familiar phrases and simple sentences to create an oral bilingual text, for example, a song or puppet play. 	<p>Create simple bilingual texts using modelled words, phrases and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create sets of word cards in Japanese and English and play matching games, such as Memory or Snap • create a photo story of a shared event, such as sports day or Harmony Day, and write captions, based on modelled language, in Japanese and English • create a simple bilingual presentation, using 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. 	<p>Create bilingual versions of short, familiar texts using word lists and modelled language, to share with others.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and display bilingual or multilingual texts, such as, a word list or poster, to refer to and add to throughout the year • create and share bilingual versions of familiar songs or stories, alternating 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？ • create a familiar bilingual text, such as a song, poem or descriptive text, using classroom bilingual resources for support, such as word lists, charts and placemats. 	<p>Create bilingual versions of familiar texts using familiar language, word lists and dictionaries.</p> <p>Students:</p> <ul style="list-style-type: none"> • create familiar bilingual texts, such as a song or poem, using bilingual dictionaries, online translating tools, word lists and familiar modelled language • create a simple bilingual text, such as, a set of flashcards, a card game or boardgame, and play or share with a younger class • create a bilingual, handmade or digital personalised text, such as a greeting card or message, for a peer or member of the school community. 	<p>Produce bilingual texts and learning resources using bilingual dictionaries and online translators.</p> <p>Students:</p> <ul style="list-style-type: none"> • produce digital bilingual or multilingual texts, such as a sign, advertisement or brochure in Japanese, English and community languages • produce learning support resources, such as bilingual word lists, flashcards and instructions, to assist others to complete a cloze activity or boardgame • write a bilingual or multilingual recount of a school event or excursion for publication in the school newsletter or website. 	<p>Produce a variety of bilingual texts for a range of audiences, using bilingual dictionaries and online translators.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual or multilingual texts to share with the wider school community, such as invitations to attend a performance, a poster advertising Languages Day or a menu for the school canteen • produce and access shared bilingual learning resources, such as a print or digital word bank or a glossary of Japanese and English expressions • 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.

<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need bilingual stories? • What languages can I use? 	<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why could it be useful to have more than one language when creating texts? • How can we communicate when we don't speak the same language? 	<p>Key concepts: creating, audience, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is challenging when I create bilingual texts? • What real-life situations would be helped by a bilingual or multilingual text? • How do bilingual or multilingual resources help our learning?
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Sub-strand: Reflecting

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

Thread: Reflecting on intercultural experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice and share ways in which Japanese language and cultures are new or interesting.</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 of a greeting using words, phrases, bowing, a handshake or a wave • 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, for example, こどもの日 or 七五三。 	<p>Notice ways that Japanese people communicate, and make connections with own languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice 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. 	<p>Notice ways that Japanese people communicate, and make connections with own and others’ languages and cultures.</p> <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 • 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 • explore and share ways that culture is shown in their own daily life, such as, at home or at school, for example, at mealtimes, when playing games or during special occasions. 	<p>Participate in intercultural experiences and notice how communication changes in different contexts and situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice how respect can be shown through ways of referring to people, such as 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, home or in the community. 	<p>Participate in intercultural experiences and discuss own ways of communicating in different contexts and situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • share own experiences of how they communicate in different contexts and situations, and discuss differences in gestures, behaviour, topics or politeness • discuss ways in which respect or humility can be shown 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 申し訳しました or allowing others to go first, どうぞ • explore and discuss how language and behaviour changes in a variety of contexts or situations, such as at a train station, shopping centre, sports game or friend’s house. 	<p>Engage in intercultural experiences and compare how culture influences language choice and behaviour.</p> <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 • 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す、どういたしまして、まだまだです、いえいえ。 	<p>Explore and compare intercultural experiences and identify each other’s reactions and assumptions.</p> <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 • explore intercultural experiences, such as, a Japanese festival or school sports day and compare to own experiences, identifying each other’s perspectives and reactions • explore and compare perspectives and experiences, and insights into their own language and cultural experience.

<p>Key concepts: noticing, culture, reaction</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? 	<p>Key concepts: exploration, connection, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What unites our class and school? • What connections do I have with this language and its cultures? • When do we adjust the way we speak and behave? 	<p>Key concepts: reflection, comparison, diversity, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is an intercultural experience? • How does knowing languages change the way I communicate? • How can we show respect for diversity?
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Thread: Identity in intercultural interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that they and others belong to groups and that different languages are used to communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice groups that they belong to such as family, class or friendship group, and show these relationships through drawing pictures with captions, for example, ‘My family’ • share languages that they speak or are learning and the people with whom they speak these languages, and display in picture format in class • read stories about people’s lives from various cultures, countries and languages and notice connections to their own lives. 	<p>Identify the groups to which they belong, noticing ways that they and others communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • share groups that they and others may belong to and notice the ways that each group communicates • 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 • identify groups that they belong to, 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>Identify and share aspects of self, noticing ways that they and others communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 or family groups, noticing ways that people communicate. 	<p>Recognise and share ways that language use and behaviour reflect identity and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and explore language use based on the relationship between people, for example, ways of naming, greeting and addressing someone, such as by using first name, title, terms of endearment, or honorifics • share aspects of belonging to a group, the relationships formed in groups, and reflect on their language use and behaviour in each group • create and share texts that represent elements of their own identity, such as a personal crest, photo journal or self-portrait, and reflect on reactions to these. 	<p>Reflect on and share how identity and relationships influence their interactions with others.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on and share elements of their own identity, such as a digital profile, avatar or montage, exchange with a peer or Japanese friend, and compare their choices of content • recognise and discuss own and others’ use of words, expressions or behaviours when interacting, such as with a teacher, family member or new acquaintance • reflect on and share ideas about their own groups and relationships, for example, by creating a visual or digital representation of their family, friendship groups or communities. 	<p>Reflect on and describe how intercultural experiences affect the thinking and behaviour of self and others.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on and describe aspects of identity that may be impacted by intercultural experiences, for example, how students in Japan might view wearing a school uniform or bringing lunch to school • reflect on aspects of personal identity, such as family, cultural group, language and interests, and describe how these aspects are important to them • engage in a variety of experiences, such as real or simulated excursions to a school, restaurant or market, notice their own assumptions about aspects of Japanese language and culture, and consider what assumptions people in Japan might hold about people in Australia. 	<p>Reflect on and discuss how learning Japanese, impacts or influences own perspectives, behaviour and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 use or behaviour in different situations, such as interacting in the classroom or going to a Japanese restaurant • reflect on aspects of own identity related to culture, and discuss how learning Japanese influences their perspective • 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...?'
<p>Key concepts: identity, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What does belonging look like, sound like and feel like? 			<p>Key concepts: reflection, identity, self-awareness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language groups and cultures do I belong to? • What do we all have in common? • How do I fit in the world? 			<p>Key concepts: identity, reflection, decentring</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I learn this language, what can I learn about myself? • Who am I when I interact? • What's my place in this world?

Strand: Understanding

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

Sub-strand: Systems of language

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

Thread: Sound systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore the sounds and rhythms of simple spoken Japanese and begin to notice how the sounds are represented in script.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore sounds and rhythms 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>. 	<p>Reproduce sounds and rhythms of spoken Japanese and notice how sounds are represented in different scripts.</p> <p>Students:</p> <ul style="list-style-type: none"> • reproduce or mimic sounds by singing, reciting and repeating • understand that there are five distinct vowel sounds in Japanese that form the basis of all other sounds, except ん • recognise and experiment with sounds, focusing on those that are new or initially difficult, such as, ら、り、る、れ、ろ、つ • 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。 	<p>Produce sounds and rhythms of spoken Japanese and make connections between spoken and written language.</p> <p>Students:</p> <ul style="list-style-type: none"> • practise pronouncing and intoning Japanese words, phrases and sentences • understand that the basic unit of sound in Japanese is called a mora or 拍, and is similar to a syllable, but does not always match, for example, ちいさい has 4 morae but only 2 syllables • begin to recognise the number of morae, and that the length of each mora is even, for example, by clapping out the number of sounds in key words or phrases • begin to notice that statements and questions have different intonation patterns • understand the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a <i>kana</i>. 	<p>Recognise and use characteristics of pronunciation, and experiment with the sounds of written <i>hiragana</i>.</p> <p>Students:</p> <ul style="list-style-type: none"> • know that there are 46 <i>hiragana</i> with individual sounds, and use mnemonic devices to remember the sound and shape of each <i>hiragana</i>, for example, け for kettle • understand that the sound ん has a mora of its own, for example, こんにち は、ほん • begin to understand the systematic and predictable nature of pronunciation and that new words can be pronounced more easily once the connection between sound and <i>hiragana</i> is known. 	<p>Experiment with rules of pronunciation and intonation and apply sound knowledge to written <i>hiragana</i>.</p> <p>Students:</p> <ul style="list-style-type: none"> • experiment with sound combinations using vowels, such as, こう、ま あ、みお • 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 rhythm, intonation and stress by repeating words, or chunking phrases in a sentence. 	<p>Understand rules of pronunciation and intonation, and apply sound knowledge to written <i>hiragana</i> and <i>katakana</i>.</p> <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 pronunciation of combination sounds, 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 (っ) 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>Understand and apply sound knowledge, pronunciation and intonation when making statements and asking questions.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that certain combinations of two morae make one rhythm unit (foot), for example, the copula です and the verb suffix ます • understand and apply sound knowledge 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, ヴィ and ティ • 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 • 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: systems, speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What sounds do I recognise? • How is Japanese like/not like English? 		<p>Key concepts: systems, sound, pronunciation</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? 		<p>Key concepts: systems, intonation</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? 	

Thread: Writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise that Japanese has three different scripts and begin to notice stroke order.</p> <p>Students:</p> <ul style="list-style-type: none"> • experiment with the 3 scripts, by using materials such as, playdough, sand or water brushes to trace or copy • 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>Recognise and copy familiar <i>hiragana</i> and understand that individual <i>kanji</i> represent meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • trace and copy familiar <i>kana</i> or <i>kanji</i>, for example by using different colours to show stroke order, using tactile materials as visual aids or writing in the air with their finger • begin to recognise the sequence of <i>hiragana</i> あ to ん, for example, by singing or following along to a <i>hiragana</i> song or video with subtitles • understand that individual <i>kanji</i> represent meaning, for example, 月、犬、木。 	<p>Recognise and begin to write familiar <i>hiragana</i> and some high frequency <i>kanji</i>.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and begin to write the 46 <i>hiragana</i>, using supports, such as mnemonic clues, to assist reading and writing • recognise and order <i>hiragana</i> cards or digital images to create high frequency words • recognise and write high frequency <i>kanji</i>, for example number, nature and body parts, such as, 三、山、川、口、目。 	<p>Write high frequency words and simple sentences in <i>hiragana</i> using charts and word lists for support.</p> <p>Students:</p> <ul style="list-style-type: none"> • experiment with recreating the <i>hiragana</i> chart, using cards or other concrete materials • use <i>hiragana</i> charts as a support for writing simple texts using correct stroke order, and experiment with writing たてがき and よこがき • recognise that Japanese has various fonts, and that handwritten and digital forms of some <i>kana</i> may vary, such as, き、さ、ふ、ら、り • understand that <i>kanji</i> originated in China, <i>hiragana</i> is the simplified form of <i>kanji</i>, and that <i>katakana</i> is primarily used for loan words. 	<p>Write simple texts in <i>hiragana</i> including high frequency <i>kanji</i>, and begin to write single <i>katakana</i>.</p> <p>Students:</p> <ul style="list-style-type: none"> • write short sentences in <i>hiragana</i> and begin to write <i>katakana</i> using charts and word lists for support • apply knowledge of long vowel and voiced sounds when writing <i>hiragana</i> and familiar <i>katakana</i> • experiment with using <i>furigana</i> when writing in <i>kanji</i> • explore writing たてがき and よこがき using writing paper, such as, げんこうようし。 	<p>Write short texts combining <i>hiragana</i>, <i>kanji</i> and familiar <i>katakana</i> words.</p> <p>Students:</p> <ul style="list-style-type: none"> • write all <i>hiragana</i> and some familiar words in <i>katakana</i>, including voiced, combination sounds, long vowel sounds and double consonants, using <i>kana</i> charts and word lists for support • begin to substitute <i>hiragana</i> with familiar <i>kanji</i> when writing simple texts • apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i>, such as numbers, days of the week, basic adjectives and verbs. 	<p>Write short texts using the 3 scripts, including single and whole word <i>katakana</i> and familiar compound words in <i>kanji</i>.</p> <p>Students:</p> <ul style="list-style-type: none"> • write frequently used <i>katakana</i> words, such as, オーストラリア、ピンク、バス and peers' names • read and write texts using <i>kana</i>, <i>kanji</i>, and <i>katakana</i> long vowel marks, such as, サッカー、ハンバーガー、チーズ • recognise and begin to use <i>furigana</i> to support the reading and understanding of new <i>kanji</i> • use a combination of <i>hiragana</i> and <i>kanji</i> to write familiar words, such as, 金ようび、友だち • begin to write compound words in <i>kanji</i> such as, 日本語、金曜日、山田。

<p>Key concepts: systems, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What connections are there between alphabets and scripts? • What symbols do we use for sounds when writing? • What is punctuation and what does it do? 	<p>Key concepts: systems, writing, patterns</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is similar about the way Japanese is written to other languages I know? • What patterns do I recognise? • Does punctuation matter? 	<p>Key concepts: systems, scripts</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do some languages use scripts and others do not? • How are symbols used to communicate meaning? • How is language like a code?
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Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice high frequency words and basic features of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice and understand 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, 	<p>Notice high frequency words and phrases, and basic features of grammar in simple familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and begin to understand 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 words, in context, for example, みどりです、おおきいです、まるいです • explore and begin to understand basic word order in simple sentences, for example, pronoun/noun は 六さいで 	<p>Notice and use high frequency words, phrases and basic features of grammar to create simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and begin to understand the particles は and が 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 	<p>Recognise familiar vocabulary and understand elements of grammar to create simple, familiar texts.</p> <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 	<p>Understand and apply key elements of basic grammar and sentence structure to create simple texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and apply knowledge of word order to create a variety of simple 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 	<p>Understand sentence structure and familiar grammar and use context-related vocabulary, to create short texts.</p> <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 ～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、そうして、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 	<p>Understand familiar grammar rules and use context-related vocabulary, and apply to create short, connected texts.</p> <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、見みました、いきません、しませんでした • use words and particles related to location, direction and transport, for example, 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 • use こそあど pronouns, such as, これ、それ、あれ、どれ • use conjunctions, such as, そして、それから、to connect ideas in modelled texts

<p>such as, story books, songs or games.</p>	<p>す、noun がすきです and adjective + noun です</p> <ul style="list-style-type: none"> • use common onomatopoeia, such as, ペこぺこ and わんわん • 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 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 • 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 ...^{ひゃく}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"> • count using cardinal numbers up to and beyond 100, for example, 一、二、三...^{ひゃく}百 ... • begin to use general counters, for example, ひとつ、ふたつ、みっつ • use metalanguage when talking about language terms such as grammatical elements, for example, noun, adjective, verb, particle, positive and negative tense. 	<ul style="list-style-type: none"> • indicate means of transport, for example, くるまでがっこうにいけます • describe the existence of people, animals or objects, such as, えんぴつがあります、ねこがいます • use prepositions to describe the position of objects, for example, ^{うえ}上、^{した}下、^{ひだり}左、^{みぎ}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. 	<ul style="list-style-type: none"> • understand and respond to different question words such as いくら、どれ • use common counters and classifiers, such as, こ、ひき、びき、ぴき • count and use ordinal numbers up to and beyond 1000, for example, 百、千、万 • develop and discuss metalanguage used in English and Japanese, such as, preposition, animate and inanimate. 	<ul style="list-style-type: none"> • use adverbs such as ちよつと、すこし、たくさん • 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 • develop metalanguage to discuss language, using terms such as pronoun, adverb, conjunction and preposition • understand that there are similarities and differences in Japanese and English grammatical rules, for example, in sentence structure, the placement of different parts of speech, and verb endings.
<p>Key concepts: systems, grammar, vocabulary, naming</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the building blocks of a language? • What do I notice about word order? 		<p>Key concepts: systems, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we name the different parts of sentences? • When does a phrase become a sentence? 		<p>Key concepts: systems, application, metalanguage</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does metalanguage help us learn? • What elements improve a sentence? • Does grammar always matter? 		

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>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, くてん (。) and どうてん (、) • 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>Recognise that language is organised as text, and that texts have different features.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that texts have different 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 oral or written. • notice writing conventions, such as direction of the text and commonly used punctuation. 	<p>Recognise that different types of texts have unique features, and begin to use these when creating own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and use features of familiar texts, for example, using むかしむかし to start a story, repetitive words to create a song or text direction to write a card • notice and use features and writing conventions of familiar texts, such as punctuation, direction and layout, including たてがき and よこがき • understand and use simple text features, such as tables, graphs, diagrams, captions and illustrations to help make meaning. 	<p>Recognise and compare text features and writing conventions in familiar Japanese and English texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and share text features and writing conventions in familiar types of texts, for example, titles and headings in a recipe or subtitles in an animation, and punctuation rules • 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 text features and writing conventions, such as layout, title, illustrations and punctuation, for example, compare punctuation in a picture book to speech bubbles in a <i>manga</i> • use text features and writing conventions when creating own texts, such as verb tense in a recount, ordinal numbers for a recipe, punctuation in a picture book or text direction in a <i>manga</i>. 	<p>Recognise and apply text features and writing conventions in familiar types of texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise text features, such as layout and text direction, and writing conventions such as no spaces, no capital letters, in texts, for example, in picture books, digital books, games, video clips or songs, and apply these in own texts • recognise and use language used in specific texts, for example, writing a postcard or greeting card using せんせいへ、ペンより • apply knowledge of text 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 • apply knowledge of punctuation, sequencing and alphabetical order, such as writing or giving instructions, writing word lists or creating shared dictionaries. 	<p>Recognise that text features and writing conventions can vary according to audience and purpose.</p> <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 • recognise features typically associated with particular texts, such as, the use of imperatives in recipes and time markers in stories • recognise and compare writing conventions, for example, various ways to order the date in Japanese and English • identify and share how features of texts might 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 • discuss similarities or differences between similar texts in Japanese and English, such as comic 	<p>Identify and apply text features and writing conventions in own texts, to suit the audience and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and apply text features and writing conventions when writing a variety of texts, such as letters, instructions, emails or phone conversations, for example ~さんへ、~より、もしもし • explore and share how different types of texts create specific effects by using specific writing conventions and language 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 げんこうようし、for example, the size of small characters, the position in the square

					books, children’s magazines or catalogues.	and the placing of punctuation.
<p>Key concepts: conventions, structure, noticing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When do words become a text? • What do I notice about texts around me? 			<p>Key concepts: conventions, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the layout of a text help? • How can images help us understand writing? 		<p>Key concepts: conventions, format, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do texts in all languages have the same features? • Does format matter? 	

Sub-strand: Language variation and change

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

Thread: Language variation in use

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that different words and phrases are used according to people and time of day.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the variety of greetings and phrases used at different times of the day and with people of varying ages • begin to notice words and phrases used between people, for example, by viewing interactions in video clips • notice the different titles used in Japanese when speaking to peers, teachers, friends or family, such as suffixes, <i>さん、くん、ちゃん、せんせい</i>. 	<p>Notice that different words and expressions are used according to people and setting.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and use appropriate greetings for different times of day, for example, <i>おはよう、こんにちは、こんばんは</i> • notice that people use different expressions according to their relationship or the setting, for example, when thanking family, a friend or a teacher, <i>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</i>. 	<p>Notice that different language is used according to relationship and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that different names can be used for the same person, according to relationship and context, such as, <i>ママ、かあちゃん、おかあさん、はは</i> • notice and share how language use shows the relationship between people, for example, interacting with friends or strangers, <i>おはよう、おはようございます、はじめまして</i> • notice that different expressions are used in different contexts, for example, greeting in person or on the telephone, <i>こんにちは、もしもし、はい</i>. 	<p>Recognise that language varies according to age, relationship and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise slight changes to language, for example, how the honorific prefix <i>お</i> indicates relationship, such as, <i>はし</i> and <i>おはし、なまえ</i> and <i>おなまえ</i> • recognise familiar terms used in stories and in daily conversations, for example, <i>おじいさん</i> and <i>おばあさん</i> to represent old man or old woman • recognise and share ways that own language and behaviour vary, for example, when interacting with own or others' families. 	<p>Recognise that language and behaviour vary according to age, relationship and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and explain gestures and behaviours that may be used in some situations but not others, such as folding your arms, pointing and waiting your turn • notice how language varies to indicate level of politeness, for example, by choosing the right honorific suffix <i>さま、さん、くん、ちゃん</i> or the correct pronoun, such as <i>わたし、ぼく</i> • understand that language and behaviour vary in Japanese and Australian contexts, for example, when eating a meal at home, school or in a restaurant. 	<p>Understand that language use and behaviour vary according to contexts and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the suffix <i>ね</i> can be used to soften language, such as, <i>さむいですね、きれいですね</i> • identify how language changes according to context, for example, watch simple <i>anime</i> and recognise the use of polite or plain verb endings <i>です</i> and <i>だ、いきます</i> and <i>いく</i>. • understand that some language or behaviour, according to context, may appear inappropriate to a Japanese visitor, such as the choice of address, use of personal space or volume of voice. 	<p>Understand that language use and behaviour vary according to relationships, context, cultural practices and values.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that verb endings can be used to vary the level of politeness, for example, <i>ませんか</i> or <i>ましょうか</i> • understand that language and behaviour reflect values, such as, reluctance to volunteer or compete for attention in class, and ways to respond to compliments <i>じょうずですね</i>. <i>いいえ</i> • understand that languages and cultures represented in the classroom may influence ways of interacting with others, such as turn taking, volume of voice or requesting assistance.
<p>Key concepts:</p> <p>noticing, variation, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we vary the way we speak to family, friends or adults? 			<p>Key concepts:</p> <p>variation, formality, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we change our language in different situations? 		<p>Key concepts:</p> <p>variation, context, register, status, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there more than one way to get the same message across? • How is respect shown through language? 	

Thread: Language change and diversity						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that Japanese is the official language of Japan and one of many languages spoken in Australia.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the languages of classmates and teachers, and where those languages originated, for example, by looking at maps 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>Notice that there are many languages and that languages borrow words from each other.</p> <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, or some families of students, may speak more than one language • explore words that classmates know that are similar or used in more than one language • 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 • understand that Japanese is a language taught and learnt in Australian and Japanese schools. 	<p>Recognise that languages borrow words and expressions from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise 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 • 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>Recognise that Japanese language changes over time and is influenced by other languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that English loan words are written in <i>katakana</i> and sound familiar in English, for example, クリケット、パンダ、チョコレート • understand that loan words, written in <i>katakana</i>, sound like a familiar word from that language, such as the English word レモン、Italian word ピザ、or the French word レストラン • recognise loan words, phrases and images in simple Japanese texts such as books, videoclips and <i>anime</i>. 	<p>Understand that Japanese and English, as with all languages, change over time and influence each other.</p> <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 • understand that Australia is a multilingual country that includes Aboriginal and Torres Strait Islander languages, English, Japanese and many other languages. 	<p>Understand that Japanese has different regional dialects and is influenced through globalisation and technology.</p> <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 • understand that languages change over time due to technology, such as social media, movies, television programs and advertisements. 	<p>Understand that Japanese, as with all languages, changes over time due to societal changes, new technologies and global trends.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that languages change in response to needs, ideas, 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、カレー、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, J-Pop、ハンバーガー、バ

						スケットボール、インターネット • 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.	
Key concepts: diversity, change Key questions: <ul style="list-style-type: none"> • Which languages do I hear or see around me? • Where in our community is this language spoken? 			Key concepts: diversity, change Key questions: <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? 			Key concepts: diversity, change, origins Key questions: <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: Role of language and culture

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

Thread: Relationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice connections between languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and discuss, in English, where they have heard or seen other languages, including Japanese, in the community, such as at home, on television, in restaurants, at supermarkets • notice and discuss, in English, where they have seen other cultures, including Japanese, in their community, such as at festivals, food trucks or restaurants, on television, at school events • 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>Notice connections between their own and others’ languages and cultures.</p> <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 • notice language use and behaviour between speakers of Japanese, for example, by viewing video clips or photos of familiar contexts, such as lining up and waiting for the しんかんせん。 	<p>Notice some ways that language use reflects culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the meaning of culture, and understand that it involves visible elements, such as foods, music or festivals, as well as invisible elements, such as manners, gestures or personal space • 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。 	<p>Recognise ways that languages and cultures are reflected in everyday interactions.</p> <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 • understand the cultural meaning behind Japanese family names being placed before given names. 	<p>Understand that cultural practices and language use reflect what is important, and are impacted by where and how people live.</p> <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. 	<p>Understand connections between own and others’ cultural practices, values and language use.</p> <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 their impact on communication. 	<p>Understand how cultural practices and values affect language use and intercultural communication.</p> <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 じょうずですね。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 はなみ 花見、カラオケ、おんせん or まつり for the first time.

<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I already know about Japanese and its cultures? • What do I want to know about Japanese and its cultures? 	<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Language and culture – how are they connected? • What cultural words or expressions do I notice in 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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