

# Juunishi Times



Konnichiwa!

Welcome back to Term 3!

This term Lauren, Huong and I are continuing to plan separately for the students learning. Please see our relevant sections below.

## Erin Sensei

In Japanese this term, we will be using the sentence 'I want fruit' in R-2 and describing a creature in Years 3-6. Year 7 Students will be focusing mostly on Hiroshima/Peace. W41 will be continuing and expanding on their learning from term 2. See below for links to the Achievement Standards.

### RECEPTION-YEAR 2

They will do this by:

- responding to questions Noun ですか
- locating items of information in simple texts
- conveying factual information using simple statements
- recognising sounds and rhythms of spoken Japanese as well as that the Japanese language borrows words from English.

### YEAR 3 - YEAR 4

They will do this by:

- describing an image using adjectives and time related vocabulary
- applying word order (subject-object-verb) in simple sentences
- translating simple texts using classroom resources, such as charts and word lists

### YEAR 5 - YEAR 6

They will do this by:

- locating specific information and some supporting details in a range of spoken and written texts
- creating connected texts of a few sentences, such as descriptions
- structuring sentences using particles and applying the rules of punctuation when writing.

### YEAR 7

They will do this by:

- sharing their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.

## Phi Sensei

### R-2

They respond to simple questions at word and simple sentence level, using formulaic and modelled language, for example, いぬですか。はい、いぬです。いいえ、ねこです。

They recognise and begin to write *Kanji* such as 犬 (dog)、猫 (cat)、鳥 (horse) and 牛 (cow).

### Year 3-4

They respond to simple questions using short spoken statements, for example, なにがすき ですか。なにがすきじゃないですか。

They create short spoken informative and descriptive texts related to the food they like and dislike with the support of modelled language, scaffolded examples and resources such as word lists.

They know the role of particles, for example, は、と、も and how to create questions using the sentence-ending particle か.

They recognise and write *Kanji* such as 何 (what), 好き(like), 大好き and 好じゃない (dislike) .

They identify words from other languages used in Japanese, such as ハンバーガー、チョコレート and how the pronunciation, form and meaning of borrowed words can change when used in Japanese.

### Year 5-6

They structure sentences using particles と、が、か、も, verbs like, dislike, to eat, to drink and apply the rules of punctuation when writing.

They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation.

They recognise and write *Kanji* such as 何 (what), 好き(like), 大好き, 好きじゃない (dislike), 食べます (to eat) and 飲みます (to drink).

They identify words from other languages used in Japanese, such as ハンバーガー、チョコレート and how the pronunciation, form and meaning of borrowed words can change when used in Japanese.

They understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system.

### Year 7

They structure sentences using particles と、が、か、も, verbs like, dislike, to eat, to drink and apply the rules of punctuation when writing.

They identify words from other languages used in Japanese, such as ハンバーガー、チョコレート and how the pronunciation, form and meaning of borrowed words can change when used in Japanese.

They understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system.

They read and write kanji for verbs 好き(like), 好じゃない (dislike) and 大好き, 食べます (to eat) and 飲みます (to drink).

They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.

Lauren Sensei

In Japanese this term, we will be focusing on self in R-2, describing animals in 3-4 and giving directions in Years 5-7. See below for links to the Achievement Standards.

**RECEPTION-YEAR 2**

They will do this by:

- Using わたし/ぼく, and titles ~せんせい/~さん/~くん, to address different people.
- locating items of information in simple texts
- conveying factual information using simple statements

**YEAR 3 - YEAR 4**

They will do this by:

- describing an image using adjectives and related vocabulary
- applying word order (subject-object-verb) in simple sentences
- translating simple texts using classroom resources, such as charts and word lists

**YEAR 5 - YEAR 6**

They will do this by:

- Asking and responding to questions in familiar contexts using complete sentences and appropriate rhythm and intonation.
- creating connected texts of a few sentences, such as descriptions
- Structuring sentences using particles and prepositions and apply the rules of punctuation when writing.

**YEAR 7**

- locating, analysing and summarising information from a range of texts
- planning, drafting and presenting informative and imaginative texts with the support of modelled resources
- Building cohesion in their texts and elaborate meaning through the use of conjunctions and directional grammar elements.

Please feel free to contact us via the school or our emails:

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Regards,

Erin Sensei, Lauren Sensei and Phi Sensei.

