

Juunishi Times



Konnichiwa!

Welcome back to Term 2!

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

Erin Sensei

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

RECEPTION-YEAR 2

They will do this by:

- presenting information about themselves, their family and favourite things at word and simple sentence level, using formulaic and modelled language
- indicating ownership by using の
- using わたし/ぼく, and titles ~せんせい/~さん/~くん, to address different people.

YEAR 3 - YEAR 4

They will do this by:

- creating short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources, such as word lists
- applying word order (subject-object-verb) in simple sentences
- translating simple texts using classroom resources, such as charts and word lists, noticing that some words and expressions do not translate easily.

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
- locating specific information and some supporting details in a range of spoken, written and multimodal texts
- 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

They will do this by:

- 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.

Phi Sensei

Japanese Traditional and Non- Traditional food

R-2

They present information about their favourite food at word and simple sentence level, using formulaic and modelled language.

They recognise and begin to write *Kanji* such as 好き(like) and 好じゃない (dislike).

They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people.

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) 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 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) 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.

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, verbs like, dislike 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, nouns 先生、月よう日(days of the week), months of the year, adjective 美味しい, pronouns 私 and 僕.

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 and in Years 3-7 we will continue our focus on the Japanese Writing systems. See below for links to the Achievement Standards.

RECEPTION-YEAR 2

They will do this by:

- identifying the three different scripts in Japanese, *hiragana*, *kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication.
- indicating ownership by using の
- using わたし/ぼく, and titles ~せんせい/~さん/~くん, to address different people.

YEAR 3 - YEAR 4

They will do this by:

- reading and writing the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしよう), as well as high-frequency kanji such as 月、日、先生.
- applying word order (subject-object-verb) in simple sentences
- using language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ

YEAR 5 - YEAR 6

They will do this by:

- reading and writing all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬いぬ, 小さい, 雨あめ.
- using 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 such as まい日.
- 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

They will do this by:

- using Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions.
- reading and writing high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、月曜日), adjectives (for example, 早い), and the pronoun 私.
- applying rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words.

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

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Regards,

Erin Sensei | Lauren Sensei and Phi Sensei