

# The Australian Curriculum

<b>Subjects</b>	Japanese
<b>Year levels</b>	Year 2

# Foundation to Year 2 Content Descriptions

## Communicating

### Socialising

Exchange greetings and introduce and share information about self with the teacher and peers using simple **language** and gestures

[Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing]

(ACLJAC109 - Scootle [↗](#))



#### Elaborations

learning how to greet others at different times of the day using appropriate gestures and forms of address, for example, せんせい、おはようございます、さようなら、おはよう、じゃあね

using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with the teacher and peers, for example, Smith せんせい、ありがとう ございます。Tom くん、ありがとう。Alisa さん、おめでとう。

introducing self, using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、Hana です。どうぞよろしく。

using formulaic Japanese phrases for everyday interactions such as giving and receiving, thanking, apologising and offering wishes or congratulations, for example, どうぞ、(どうも) ありがとう、すみません、がんばって

indicating likes and dislikes, using modelled statements such as いぬ が すき です。わに が すき じゃない です。

describing friends, favourite things and objects, using visual, concrete and digital support material, for example, これは ねずみ です。ちいさい です。かわいい です。はいろ です。すいか です。おいしい です。ちいさい 目 です。

responding to questions and indicating ownership, for example, だれ の ですか。わたし の です。Ollie くん/ Sarah さん の です。わたし の えんぴつ (です)。

using formulaic expressions to convey emotions, for example, すごい、え〜!、かわいい、やったー!

Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning

[Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting]  
 (ACLJAC110 - Scootle [↗](#))



### Elaborations

singing and responding to action songs such as むすんでひらいて, ひげじいさん, きらきらぼし, おおきなくりのきのしたで、 or tongue twisters (早(はや)口(くち)言(こと)葉(ば)) such as なまむぎなまごめなまたまご、あかパジャマきパジャマちゃパジャマ

playing じゃんけんぽん and using it in interactions such as turn-taking

participating in games, tasks and activities that involve guessing, matching and choosing objects, such as Bingo, Snap or Go Fish, using modelled questions and responses, for example, うさぎ ですか。はいいいえ。はい、うさぎ ですよ。いいえ、うさぎ じゃない ですよ。

using formulaic phrases related to playing games, for example, つぎ、 はい!、 かった、 ました、 さんねん、 あたり、 はずれ

using rehearsed language to collaborate in craft activities, for example, のり を ください。はい、どうぞ。

Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour

[Key concepts: routines, rules, interactions; Key processes: participating, responding, requesting, apologising]

(ACLJAC111 - Scootle [↗](#))



### Elaborations

participating as a group in classroom routines such as opening and closing lessons, for example, せんせい、おはようございます。さようなら。 , using appropriate gestures

understanding and responding to questions using まる/ばつ (○×) and はい/いいえ

understanding and responding to classroom instructions to play games, complete work or get ready for class, for example, たって ください、すわって ください、かいて ください、みて ください、よんで ください、きいて ください。

requesting classroom objects, for example, noun を ください、えんぴつ が ありますか。はい、どうぞ。

giving one another reminders such as しずかに、すわって、 using appropriate gestures

participating in routine exchanges such as responding to the class roll and apologising for arriving late, for example, はい、います。Tia さん は、いません。やすみ です。おくれて すみません。

### Informing

Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks

[Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning]

(ACLJAC112 - Scootle [↗](#))



#### Elaborations

listening for key words in stories, rhymes or songs, using visual cues such as gestures and facial expressions to assist understanding

recognising simple *kanji*, *hiragana* or words in familiar contexts such as labels and titles

demonstrating early Japanese literacy skills by selecting the correct *hiragana* or *kanji* through labelling, matching, clicking and dragging, drawing, mime and actions

listening to and/or viewing texts to obtain information such as colour (あか、あお、しろ、くろ、きいろ), size (おおきい、ちいさい) and shape (まる、さんかく、しかく), and using this information in guided activities such as drawing, building or collecting

listening to information about Japan, and demonstrating understanding by responding to questions such as <sup>にほん</sup>日本 ですか。しんかんせん ですか。すし ですか。はい/いいえ, for example, by pointing to places on a map, such as Japan, Tokyo or Mount Fuji, or at pictures of different types of food

Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials

[Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing]

(ACLJAC113 - Scootle [↗](#))



#### Elaborations

using digital technologies to help label and name personal items, classroom objects and shared resources, for example, ほん、きょうしつ、つくえ、いす、まど

using simple sentence structures, familiar vocabulary, concrete materials and appropriate gestures to provide information about self and immediate environment, for example, ぼくの えんぴつ です。いぬ が すき です。

presenting spoken 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。

expressing factual information about qualities such as colour あか、あお、しろ、くろ、きいろ、  
number 一〜百、size おおきい、ちいさい and shape まる、さんかく、しかく

making simple spoken statements about friends, family or favourite characters, for example, げんき、やさしい、おもしろい、つよい、しずか, using images or support materials

## Creating

Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement

[Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing]

(ACLJAC114 - Scootle [↗](#))



### Elaborations

performing songs such as あたまかたひざあし、むすんでひらいて, rhymes, chants or simple stories that include repeated phrases and rhythms and non-verbal forms of expression such as clapping, gestures and facial expressions

using simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おばけ/おに/かっぱ/たぬき/ようかい です。

participating in shared reading and viewing of print and digital imaginative texts, sharing opinions and responding to prompt questions such as だれ です か。ちいさい です か。おおきい です か。かわいい です か。

making simple statements about favourite characters in stories or songs, for example, やさしいかわい  
いい こわいつよい

responding to Japanese versions of familiar children's stories and folk tales, comparing expressions at key points in the story with English-language versions, and re-enacting with puppets, props or actions

Participate in shared performances and presentations of stories, songs, chants and rhymes

[Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing]

(ACLJAC115 - Scootle [↗](#))



### Elaborations

re-enacting or retelling simple stories or interactions with puppets, props, actions or gestures, using modelled language such as おむすびころりん、ももたろう

creating digital texts based around familiar contexts and characters using pictures and captions

creating/re-creating simple songs, poems and rhymes using spoken and written language as well as non-verbal forms of support such as clapping, gestures and facial expressions

## Translating

Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English

[Key concepts: meaning, [translation](#), explanation; Key processes: translating, demonstrating, interpreting]

(ACLJAC116 - Scootle [↗](#))



### Elaborations

explaining to others the meaning and use of simple expressions such as greetings that are used for different times and occasions, for example, おはようございます、いただきます

using classroom resources such as word banks, visual and online dictionaries, word lists and pictures to translate the meaning of single words and common expressions

identifying Japanese expressions and practices that do not translate readily into English, for example, きのもの、おべんとう、せんせい、～さん、～くん, using two hands for giving and receiving and まる/ばつ (o×)

finding examples of Japanese words used in English, for example, 'sushi', 'karate', 'origami', and explaining what they mean

identifying key words in children's stories or songs, for example, むかしむかし、おわり, and providing English translations or explanations of meaning

**Create** simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts

[Key concepts: meaning, vocabulary, [bilingualism](#); Key processes: creating, matching, selecting]

(ACLJAC117 - Scootle [↗](#))



### Elaborations

performing simple presentations for the school community that involve both Japanese and English language elements, such as a contribution to an assembly performance for Grandparents' Day

creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain Japanese words and expressions that have particular cultural meaning

writing parallel captions in Japanese and English for a photographic display of a class event such as a sports carnival or pets' day or about a topic such as caring for the school environment



creating sets of word cards in English and Japanese and playing matching games such as Memory or Snap

## Reflecting

Notice and describe some ways in which Japanese [language](#) and communicative behaviour are similar or different to own [language\(s\)](#) and cultural forms of expression

[Key concepts: [language](#), [culture](#), similarity and difference, respect; Key processes: noticing, comparing, considering]

([ACLJAC118 - Scootle](#) )



### Elaborations

comparing Japanese ways of showing respect and being polite with how this is done in their own language(s), for example, by using titles such as *Sensei*, bowing, and accepting objects with both hands

comparing aspects of Australian and Japanese children's lifestyles, such as ways of playing games *じゃんけん*, eating food (using chopsticks and formulaic language) or addressing family members and friends

experimenting with using Japanese in spontaneous interactions, for example, *いたい*, *すごい*, *ぺこぺこ*, *がんばれ*, noticing any changes in the use of voice or body language and communicating how this feels

Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups

[Key concepts: [identity](#), self, group, [communication](#); Key processes: describing, explaining, identifying]

([ACLJAC119 - Scootle](#) )



### Elaborations

making simple statements about themselves, such as their name and age, for example, *ぼくは Sam です、9さいです。*

identifying themselves as part of a family, class or peer group *ぼくはおとうとです。おねえさんは<15さいです。*, for example, by representing these relationships through drawing pictures or a family tree, adding captions to photos or creating digital presentations

noticing and comparing their own use of words or expressions from different languages when communicating in English

## Understanding

### Systems of language

Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts

[Key concepts: mora, rhythm, [intonation](#); Key processes: listening, distinguishing, recognising]

([ACLJAU120 - Scootle](#) )



#### Elaborations

recognising the concept of the basic unit of sound in Japanese ('mora': モーラ or <sup>はく</sup>拍), for example, い  
いえ has three moras

understanding that the independent nasal sound 'n' (ん) has a mora of its own, for example, こんにちは  
は

understanding that when pronouncing Japanese it is important to keep the length of each mora even

noticing that statements and questions have different intonation patterns

Recognise and copy some hiragana and a few high-frequency kanji

[Key concepts: [script](#), kana, kanji, phonemic awareness, meaning; Key processes: recognising, tracing, copying]

([ACLJAU121 - Scootle](#) )



#### Elaborations

understanding that the Japanese language uses three different scripts depending on word origins and the context of language use

understanding that one *kana* represents a basic unit of Japanese sound

understanding that each individual *kanji* represents meaning as well as sounds, for example, <sup>ひ</sup>日、<sup>び</sup>日、<sup>にち</sup>日, whereas one *kana* or one letter of the English alphabet does not represent individual meaning

recognising some *kanji*, for example, numbers and <sup>しょうけいもじ</sup>象形文字 (pictographs) such as <sup>やま</sup>山、<sup>かわ</sup>川、<sup>くち</sup>口、<sup>め</sup>目、



うえ  
上

recognising the 46 basic *hiragana*, using supports such as mnemonic clues

tracing and copying *kanji* and *kana*

tracing and copying their own name in *katakana* or *hiragana*

identifying known *hiragana* within a word and using that to predict the meaning

noticing that Japanese can be written vertically or horizontally

Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar

[Key concepts: grammar, vocabulary, [syntax](#); Key processes: recognising, describing, indicating] (ACLJAU122 - Scootle [↗](#))



#### Elaborations

knowing common forms of greetings, for example, おはようございます、おはよう, and noticing the different levels of formality

identifying gender-specific pronouns わたし and ぼく

understanding the use of common suffixes such as さん or くん or titles such as せんせい to address and refer to other people, for example, Luke くん and White せんせい

understanding basic word order in simple sentences, for example, noun が すきです。りんごが すき です。 , adjective + noun です。 おおきい いぬ です。

understanding how to specify items using 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

referring to numbers of things using cardinal numbers 0–100: 一、二、三 ...百  
いち に さん ひゃく

learning to describe the colour あお です。 size おおきい です。 and shape まる です。 of things

understanding different question words such as だれ、なに、どこ and the sentence-ending particle か

recognising and responding to a request using verb ください, for example, きいて ください。 and すわって ください。

indicating affirmative and negative responses using はい and いいえ

using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ and ありがとう

learning to use common onomatopoeia such as ぺこぺこ and わんわん

building vocabulary to describe and label familiar and immediate objects and environments

Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features

[Key concepts: text, meaning, genre, metalinguage; Key processes: recognising, identifying, describing]

(ACLJAU123 - Scootle [↗](#))



#### Elaborations

understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, for example, たって, or much longer, for example, たって ください。

recognising that different types of texts have different features, for example, repetition and rhythm in action songs and chants

beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, such as 'story', 'list', 'song', 'rhyme' and 'tongue twister', and describing features, for example, stories usually have a story starter (むかしむかし), while songs usually have rhyming and the repetition of words

noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text

### Language variation and change

Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people

[Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing]

(ACLJAU124 - Scootle [↗](#))



#### Elaborations


exploring how language is used differently in Japanese to reflect different relationships, for example, parent–child exchanges おはよう、いってらっしゃい、いってきます、ただいま、おかえり, communication with peers なに?, and teacher–child interactions なんですか。

understanding that language use varies according to the context and situation, for example, こんにちは。 and もしもし。

understanding that language forms such as greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは

understanding that language used in particular interactions can vary between cultural contexts, for example, the use of titles in Japanese (～さん、～せんせい) compared to the informal use of names in Australian English

Recognise that Japanese and English borrow words and expressions from each other and from other languages

[Key concepts: [language](#), change, [word borrowing](#); Key processes: noticing, recognising, classifying] ([ACLJAU125 - Scootle](#) )



#### Elaborations

noticing that languages borrow words from one another and that both Japanese and Australian English include many words and expressions from other languages


recognising that Japanese uses many loan words from English and other languages, such as ペン、テレビ、ピンク, and that these are pronounced differently by Japanese speakers

recognising that English loan words in Japanese are written in *katakana* and sound like a familiar word in English, for example, レモン、ピザ、アイスクリーム

creating a class record of Japanese words that are used in English and other languages, such as 'judo', 'origami', 'sushi' and 'manga', and comparing how these words are pronounced in the two languages

### Role of language and culture

Understand that [language](#) and [culture](#) are closely connected

[Key concepts: [language](#), [culture](#), meaning; Key processes: noticing, reflecting, questioning] ([ACLJAU126 - Scootle](#) )



#### Elaborations

exploring the meaning of 'culture', how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, how they think about themselves and others and how they relate to their environment

understanding that learning and using Japanese involves becoming familiar with some different ways

of communicating, for example, いただきます、ごちそうさま, and also some ways of thinking about things and behaving that may be unfamiliar

noticing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only せんせい

understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese but not to greet without bowing