

Term 1, Week 2, 2023

Juunishi Times



こんにちは！ konnichiwa!

あけましておめでとうございます。 akemashite omedetou gozaimasu. Happy New Year!

For the Japanese New Year, it is the Year of the うさぎ (usagi), Rabbit. We are happy to be back in our new classrooms! やった! Yatta! Yay!

Japanese with Lauren Sensei:

In Japanese this term, students in Reception will be focussing on classroom routines and interactions. Students in year 1 & 2 will be learning about identity, developing respect for cultural diversity and exploring and comparing cultural knowledge beliefs and practices. Year 3 students will focus on classroom interactions and asking questions. All classes will look at some Japanese Festivals throughout the term.

RECEPTION

They will do this by:

- recognising and responding to gestures such as bowing and pointing to nose to indicate self, or words and phrases used in greetings.
- following classroom instructions using actions or single words, for example, きいて ください。みて ください。
- participating in shared singing and respond with movement or creative expression, for example, by clapping along or copying actions.

YEAR 1

They will do this by:

- participating in a range of guided, play-based language activities and transactions using formulaic expressions, visual and spoken cues.
- noticing that languages borrow words, phrases and expressions from each other.
- recognising and reproducing the sounds and rhythms of Japanese.
- using the hiragana chart to support their reading and writing, recognising its systematic nature.

YEAR 2

They will do this by:

- describing and comparing the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom.
- using formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines.
- reproducing language, with a focus on practising the rhythms, sounds, pronunciation and intonation.
- using the hiragana chart to support their reading and writing, recognising its systematic nature.

YEAR 3

They will do this by:

- showing interest in peers by using modelled questions or expressions, for example, やった! すごい!
- requesting permission during lessons, using modelled language.
- recognising that there are 46 hiragana with individual sounds and understand that the characters can be combined to represent words.
- recognising and comparing gestures and behaviours associated with language and cultures.

Japanese with Wendy Sensei

In Japanese this term, we will be focusing on Japanese Culture, looking at "The Way They Do It In Japan". We will also be looking at "What it means to be Multilingual".

YEAR 1

They will do this by:

- viewing videos or images of daily life in Japan and sharing aspects that are familiar or unfamiliar in their own daily lives.
- noticing and sharing the ways that cultures and language are expressed through music, dance, stories, games and celebration.
- becoming aware of Japanese ways of showing respect and politeness, and comparing with how this is done in their own languages and cultures, for example, by using titles, bowing, and accepting objects with both hands.

YEAR 2

They will do this by:

- noticing and sharing ways that Japanese people show respect and politeness, such as by using titles, giving and accepting gifts with both hands and using table manners.
- viewing familiar texts about life in Japan and demonstrating understanding by pointing to places on a map or selecting pictures and responding to questions.
- noticing visible and invisible elements of culture, such as ways of eating, symbols, how people live, and their values.

YEAR 4

They will do this by:

- reflecting on how intercultural experiences, such as celebrations, or the experience of becoming bilingual or plurilingual, may shape their identity.
- understanding that politeness and respect can be conveyed through gestures and body language and that these can replace language.
- exploring the meaning of culture, understanding that it involves visible elements, such as foods, symbols, music or festivals, as well as invisible elements, such as manners, gestures, how people live, how they think about themselves and others, how they relate to the environment, or personal space.

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YEAR 5

They will do this by:

- viewing video clips or websites to locate information about similarly aged Japanese students' pastimes to create a visual display such as a poster with labels.
- comparing and presenting aspects of children's daily life in Japan and Australia.
- identifying non-verbal expressions used in various cultures, such as eye contact, bowing, nodding, pointing, and exploring how they reflect values associated with respect and caring for others.

YEAR 6

They will do this by:

- surveying and compiling 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.
- comparing intercultural experiences, such as a Japanese festival or school sports day, to own experiences, reflecting on own and each other's perspectives and reactions.
- understanding that people interpret intercultural experiences in different ways depending on their own cultural perspective and that this may affect understanding.

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

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Regards,

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