

Term 1, Week 2, 2024

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 たつ (tatsu), dragon.



Japanese with Erin Sensei

In Japanese this term, Year 1 students we will be focussing on What makes me, me and Year 3-6 students will be focussing on Sound and Writing Systems. We will also be focussing on classroom expectations and what being a linguist means to us.

YEAR 1

They will do this by:

- explore ways to greet, noticing how words, phrases, gestures and titles vary due to relationship or context
- respond to teacher questions and classroom instructions using gestures, movement and simple modelled language
- understand that greetings, phrases and gestures are used to show respect
- reproduce the 46 sounds as represented on the hiragana chart
- understand the systematic nature of the hiragana chart
- begin to recognise and copy some familiar hiragana and some high frequency kanji
- use Japanese to share, collect and present information about self and others
- understand that information shared about self, forms part of one's identity.

YEAR 3

They will do this by:

- recognising that there are 46 hiragana with individual sounds, use mnemonic devices to remember the sound and shape of each hiragana
- understanding that the sound ん has a mora of its own
- understanding that kanji originated in China, hiragana is the simplified form of kanji, katakana is primarily used for loan words

YEAR 4

They will do this by:

- recognising sound combinations using vowels and applying when speaking and in writing
- understanding that vowel length changes the pronunciation and meaning of words
- experimenting with and applying rhythm, intonation and stress by repeating words, chunking phrases in a sentence, or varying intonation for questions, instructions or commands in own speech, and experimenting with representing oral language in writing

YEAR 5

They will do this by:

- understanding that the sounds of hiragana and katakana have the same sounds, even though the scripts look different
- applying knowledge of pronunciation of sound combinations, such as, long vowel sounds and double consonants
- applying voiced and unvoiced sounds using tenten and maru
- exploring how intonation can change the meaning
- developing and applying sound knowledge to written hiragana and katakana

YEAR 6

They will do this by:

- applying knowledge about certain combinations of two morae make one rhythm unit (suffix and copula)
- applying sound knowledge to develop fluency and rhythm when pronouncing familiar and unfamiliar loan words written in katakana
- understand that the sound of a particle does not always match its kana
- exploring how intonation changes when making a statement or asking a question

Japanese with Lauren Sensei:

In Japanese this term, students in Reception will be focussing on classroom routines and interactions. Year 1 & 2 students will be focussed on feelings. We will also be focusing on why we learn Japanese, classroom expectations and several Japanese celebrations.

RECEPTION

They will do this by:

- using formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells.
- mimicking Japanese pronunciation, intonation and rhythm through shared reading and singing.
- 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.
- recognising and reproducing the sounds and rhythms of Japanese.
- using the hiragana chart to support their reading and writing, recognising its systematic nature.
- 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.

Term 1, Week 2, 2024

YEAR 2

They will do this by:

- using formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines.
- identifying similarities and differences between Japanese and their own languages and cultures.
- responding to simple questions about feelings, for example, おげんきですか。まあまあです。
- 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.
- responding to instructions through actions, for example, きいて ください。みて ください。

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

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Regards,

Erin Sensei and Lauren Sensei.

