

Years 5–6 Japanese Curriculum and assessment plan

Example

Level description		Context and cohort considerations
In Years 5 and 6, Japanese language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Japanese to exchange information and ideas relating to their interests, school and local environment, and engage with Japanese-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources. Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. With support, they use their knowledge of hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, to identify Japanese language structures and features. They apply knowledge of stroke order in writing and recognise katakana, developing their understanding of the relationship between hiragana, katakana and kanji in texts. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.		Students begin learning Japanese in Prep and continue across Years 5 and 6. They begin Year 5 with a range of vocabulary and knowledge of Japanese culture, and understand some metalanguage. Students have access to technology to record and edit videos. Across the program, each of the six units is designed to build students' skills progressively, with Units 1 and 6 taught over a full semester to allow for extended practice and deeper learning, while the remaining units are taught over a term each. This structure supports sustained language development, moving from playful, game-based learning in Unit 1 to more independent and creative language use in meaningful contexts in Unit 6.
Unit 1 — ゲームをしましょう (Let's play a game!)	Unit 2 — 私のヒーロー (My hero)	Unit 3 — お祭り (Festivals and celebrations)
Timing: Year 5, Terms 1–2 Duration: 20 weeks	Timing: Year 5, Term 3 Duration: 10 weeks	Timing: Year 5, Term 4 Duration: 10 weeks
Japanese games are unique and fun, and this is exemplified by Japanese game shows. In this unit, students learn Japanese hiragana through the theme of games and game shows. They begin to read and write known words from previous bands in hiragana, including combination and voiced sounds, with the support of a chart. Students watch game shows, noticing sound changes and combination sounds in the spoken language and learn to explain why these changes occur, using metalanguage. They play various classroom games to practise their hiragana while learning and applying Japanese language relating to cooperation, turn taking and gameplay, e.g. どうぞ、やった、かった. Students create their own hiragana practice game and play this game with a peer, using the language related to gameplay that they have learnt in class. They then play other classmates' games to reinforce their learning.	Aspiring to follow the lead of a heroic person is an important part of growing up for young people, regardless of culture. In this unit, students use modelled language to identify and describe heroes in Japanese. They learn basic verbs and modelled sentences to state where various heroes live and what they do. Students are introduced to a wider range of adjectives and compare English and Japanese adjectives using metalanguage. They use conjunctions to sequence ideas in texts. Students discuss Japanese and Australian heroes from folktales and real life, exploring stories of heroism from both Ainu and Aboriginal and Torres Strait Islander cultures. They compare what makes a person admirable or heroic across cultures and learn how to describe these qualities in Japanese, they then use this new vocabulary to create the description of their own hero.	From the mid-summer star festival <i>Tanabata</i>, otherworldly <i>Obon</i> and elegant <i>Hina-matsuri</i>, Japanese festivals punctuate the calendar and are of great cultural importance. In this unit, students learn about Japanese festivals and consider language used at festivals for gift-giving and celebrations. They use simple Japanese sentences to describe common activities at Japanese and Australian festivals, e.g. はなびを見ます or もちを食べます. Students use metalanguage to compare festival-related expressions in Japanese with those from other languages. They then design a new festival that would suit their own community, demonstrating a growing awareness of their own cultural identity.

	Unit 1 — ゲームをしましょう (Let’s play a game!)		Unit 2 — 私のヒーロー (My hero)		Unit 3 — お祭り (Festivals and celebrations)			
	Assessment 1 — Hiragana comprehension task	Term/ week	Assessment 3 — My hero presentation	Term/ week	Assessment 4 — Japanese and Australian festivals	Term/ week		
Assessment	Description: Students demonstrate their ability to read hiragana words aloud by recording themselves reading a simple text. They then answer reflection questions in English, comparing the English and Japanese sound systems, using some metalanguage. Technique: Supervised assessment Mode: Multimodal Conditions: • up to 50 minutes with 10 minutes planning	Term 1, Week 9	Description: Students write the description of their hero in Japanese. They sequence their ideas with conjunctions and use adjectives in their description. Students then record themselves presenting their description. They may also create a finger puppet or other visual representation of their hero. Technique: Extended response Mode: Spoken Conditions: • up to 1 minute	Term 3, Week 8	Description: Students are provided the picture of a scene from a studied Japanese festival. They annotate the scene, noting some Japanese language used at the festival and write Japanese sentences about activities that occur there. Students then design a festival for their own community and draw a scene from this festival, noting the language that might be used and explaining how the festival reflects the culture and identity of their own community. Technique: Extended response Mode: Written Conditions: • up to 150 characters in Japanese • up to 200 words in English	Term 4, Week 7		
	Assessment 2 — Board game Description: Students use classroom resources to create a board or card game to practise hiragana. They then play the game with their partner, using Japanese for turn-taking and encouragement, and record their gameplay. Technique: Extended response Mode: Multimodal Conditions: • up to 1 minute of gameplay per student • up to 150 characters in Japanese	Term 2, Week 8						
Achievement standard	By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context. Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.		By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context. Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.		By the end of Year 6, students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment. They use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They use hiragana and familiar katakana and kanji appropriate to context. Students apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese. They compare language structures and features in Japanese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.			
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Unit 4 — 寿司屋 (Sushi shop)	Unit 5 — 天気はどうですか (How is the weather?)	Unit 6 — 世界へ旅行 (Trip around the world)
Timing: Year 6, Term 1 Duration: 10 weeks	Timing: Year 6, Term 2 Duration: 10 weeks	Timing: Year 6, Terms 3–4 Duration: 20 weeks
Sampling new food is one of the most exciting aspects of learning a new language and Japanese cuisine does not disappoint. In this unit, to immerse themselves in Japanese food culture, students learn modelled language to order food and express preferences. They expand their knowledge of numbers by using counters and talking about money, comparing Australian and Japanese monetary systems. Students are introduced to the katakana words for common foods and use these words to discuss their favourite foods, likes and dislikes with their peers. They learn about school meals in Japan and design an Australian version. Students research Japanese restaurants and access the online menus of notable restaurants and chains. They then design a menu for their own Japanese food stall or restaurant, considering cuisine and regional variations and use their menu to create a conversation using modelled structures, in which they order food.	Discussing the weather in Japan goes beyond mere small talk: the beautiful changes of Japan’s seasonal cycles are a common topic of conversation. In this unit, students develop their knowledge of vocabulary used to discuss the weather. They build on their kanji knowledge by learning about seasons, weather events, days of the week and the date in kanji. Students respond to teacher questions about the weather, discuss the weather with their classmates and show understanding of weather-related texts. They compare the appreciation of seasons and seasonal definitions in Japanese and Australian cultures, considering Aboriginal and Torres Strait Islander perspectives around seasons from both local contexts and across Australia. Building on Unit 3 knowledge, students discuss Japanese celebrations and events associated with seasons. They create a book for an audience of younger students and record themselves teaching these students some key weather-related vocabulary, adjusting their language as appropriate.	One of the best ways for language learners to put their newfound language skills to use is to travel. In this unit, travel is brought to the classroom as students collaborate with classmates to consider a dream trip to Japan and to other countries. They apply their knowledge of Japanese currency to plan travel experiences that follow an assigned budget, using digital technologies to research authentic attractions in Japan. Students explore Japanese geography and regional cultural differences, e.g. investigating Ainu culture in Hokkaido. They learn about transport in Japan and use spoken language to share with their peers how they would travel between sightseeing spots. Students experiment with digital technologies to experience immersive encounters in cities around the world by using online maps, researching famous food and landmarks from popular tourist destinations and considering how to write these words in katakana. They pretend they have travelled to Japan and other countries and reflect on the experience in Japanese, using adjectives and the past form of verbs.

Unit 4 — 寿司屋 (Sushi shop)			Unit 5 — 天気はどうですか (How is the weather?)		Unit 6 —世界へ旅行 (Trip around the world)	
Assessment	Assessment 5 — Sushi shop dialogue	Term/ week	Assessment 6 — Weather picture book	Term/ week	Assessment 7 — Passport writing task	Term/ week
	Description: In pairs, students use modelled language to write and perform a conversation in Japanese where they order food from a Japanese food stall, based on a menu that they designed in class. They then record and submit their conversation and script. Technique: Extended response Mode: Multimodal Conditions: • up to 2 minutes conversation • up to 150 characters in Japanese	Term 1, Week 9	Description: Students create a short picture book that details what the weather in an imaginary place is like for a week. Each student is then provided with a classmate’s book. Using their classmate’s book, they pretend to be a teacher and record themselves reading the book to an audience of Prep students, translating and explaining key points, in English. Students submit their picture book and video. Technique: Extended response Mode: Multimodal Conditions: • up to 2 minutes video • up to 150 characters in Japanese	Term 2, Week 7	Description: Every two weeks, students receive a ‘visa’ for a familiar country. For each visa, they write a reflection in Japanese about an imagined trip to that country. In their reflection, students use the past tense to describe their trip, stating the form of transport they used and some activities they experienced in the country, based on their research in class. Technique: Extended response Mode: Written Conditions: • up to 150 characters in Japanese	Term 4, Weeks 3, 5 and 7

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Content descriptions	Units						Content descriptions	Units					
Communicating meaning in Japanese	1	2	3	4	5	6	Understanding language and culture	1	2	3	4	5	6
Interacting in Japanese initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LJ6C01	☒	☐	☐	☒	☐	☐	Understanding systems of language apply knowledge of combinations of hiragana sounds, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LJ6U01	☒	☒	☐	☒	☐	☒
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LJ6C02	☒	☐	☐	☒	☐	☐	use knowledge of modelled grammatical structures, formulaic expressions and writing system rules to compose and respond to texts using appropriate punctuation and textual conventions AC9LJ6U02	☐	☒	☐	☐	☐	☒
Mediating meaning in and between languages locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LJ6C03	☐	☒	☐	☐	☒	☐	compare some Japanese language structures and features with those of English, using some familiar metalanguage AC9LJ6U03	☒	☐	☐	☐	☐	☐
apply strategies to interpret and convey meaning in Japanese language in familiar spoken, written and non-verbal cultural contexts AC9LJ6C04	☐	☐	☐	☒	☐	☐	Understanding the interrelationship of language and culture recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LJ6U04	☐	☒	☒	☐	☐	☐
Creating text in Japanese create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, and hiragana and some familiar katakana and kanji appropriate to context AC9LJ6C05	☒	☒	☒	☐	☒	☒							

General capabilities	Units							Cross-curriculum priorities	Units					
	1	2	3	4	5	6			1	2	3	4	5	6
Critical and creative thinking	☒	☐	☒	☐	☐	☐		Aboriginal and Torres Strait Islander histories and cultures	☐	☒	☐	☐	☒	☐
Digital literacy	☐	☐	☐	☒	☐	☒		Asia and Australia's engagement with Asia	☒	☒	☒	☒	☒	☒
Ethical understanding	☐	☐	☐	☐	☐	☐		Sustainability	☐	☐	☐	☐	☐	☐
Intercultural understanding	☒	☒	☒	☒	☒	☒								
Literacy	☐	☒	☐	☒	☒	☒								
Numeracy	☐	☐	☐	☐	☐	☒								
Personal and social capability	☒	☐	☐	☐	☐	☐								

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