

Japanese


Prep Year Plan 2025



The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Unit	Unit
Unit description	<p>Students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.</p> <p>Students:</p> <ul style="list-style-type: none"> develop an awareness of Japan and Japanese people explore artefacts that originate from Japan use simple greetings and participate in Japanese classroom routines interact with others to notice similarities and differences in ways of greeting others. 	<p>Students will explore the Japanese concept of kawaii (cute) through mascots. They will begin to use vocabulary for descriptions and be exposed to a variety of different mascots. Students will also begin to notice the Japanese sound system and the effect it has on borrowed words. Students will:</p> <ul style="list-style-type: none"> interact with each other to introduce a mascot participate in group activities to describe features of a mascot begin to recognise and pronounce hiragana and kanji. <p>Students use language to greet, introduce and describe themselves to new Japanese friends. Students use language and gestures to exchange gifts across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to exchange gifts convey information about items to be included in a package to Japan analyse and understand the systems of language relating to pronunciation and script recognition participate in intercultural experiences, noticing different language and behaviours associated with gift giving.

In Prep, students experience Languages (Japanese) in at least one semester. Learning is monitored but not summatively assessed or reported on, in alignment with the [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework).

Aspects of the achievement standard 	Shade the cells to indicate aspects covered in the assessment	
use play and imagination to interact and create Japanese texts, with support		
identify that Japanese and English look and sound different		
recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity		