

Japanese

Years 1 and 2 Band 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		Year 1		Year 2	
		Semester 1	Semester 2	Semester 1	Semester 2
		Unit 1	Unit 2	Unit 3	Unit 4
Unit description		<p>Students will respond to questions, for example, <i>だれ？なに？</i> with single words and set phrases and by selecting images or objects, for example, <i>ピカチュウ</i>です。<i>すし</i>です。and mimic Japanese pronunciation, intonation and rhythm through shared reading and singing.</p> <p>Students develop</p> <ul style="list-style-type: none">the ability to comprehend questions “who is this?” What is this?” and select the correct answers in Japanese.the vocabulary for and knowledge of the significance of the 9 Japanese items on their Japanese Book Cover – <i>ninja</i>, <i>Pikachu</i>, <i>sensu</i>, <i>torii</i>, <i>kokeshi</i>, <i>onigiri</i>, <i>origami tsuru</i>, <i>maneki neko</i>i, <i>daruma</i>.their ability to differentiate between hiragana, katakana and kanji and know the purpose of each.	<p>Students will discuss different eating practices and use language to describe children’s lunches in Australia and Japan. Students will:</p> <ul style="list-style-type: none">inform others about the characteristics of and preferences for foods in their lunch boxesidentify language commonalities such as shared wordsanalyse and understand the systems of language relating to grammar and script recognitionparticipate in intercultural experiences to identify similarities and differences regarding the presentation of food and lunchtime eating practices.	<p>Students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.</p> <p>Students will:</p> <ul style="list-style-type: none">present information and respond to questions about their familieslisten to information about Japanese and Australian familiesdemonstrate and identify language used to describe relationshipsanalyse and understand the systems of language relating to pronunciation and script recognitionparticipate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect.	<p>Students will explore the importance of the concept of <i>kawaii</i> (cute) for Japanese children through language used to describe clothing items.</p> <p>Students will:</p> <ul style="list-style-type: none">present oral descriptions of clothing in a fashion paradeconstruct posters to notice differences between clothing worn in different seasonsanalyse and understand the systems of language relating to pronunciation and script recognitionparticipate in intercultural experiences to compare clothing worn in different seasons.

Assessment		Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment conventions ¹	Technique	Short response	Performance/Presentation	Performance/Presentation	Performance/Presentation
	If other, or more than one, specify				
	Mode	<input checked="" type="checkbox"/> Spoken/Signed	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed
	Conditions	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet
Aspects of the achievement standard		Unit 1	Unit 2	Unit 3	Unit 4
Shade the cells to indicate aspects covered in the assessment					
Communicating [☼]					
interact with the teacher and peers through play- and action-related language.					
use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, <i>おはようございます</i> 、 <i>おはよう</i> 、 <i>こ</i>					

んにちは、さようなら、また、あした、 thanking and apologising, and giving and receiving, for example, どうぞ、どうも。				
use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts.				
When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling.				
respond to instructions through actions, for example, きいて ください。みて ください 。 , and respond to questions, for example, だ れなに どこ with single words and set phrases and by selecting images or objects, for example, いぬ です か。ねこ です か 。				
present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language.				
describe people and objects using adjectives to indicate colour, shape and size, for example, あ かい りんご、おおきい、まるい。				
indicate ownership by using, for example, だれ の ですか。わたし/ぼく の です。				
mimic Japanese pronunciation, intonation and rhythm through shared reading and singing.				
recognise and begin to write single kanji, such as 人、木、山、川、月、日、一、二、三, the 46 hiragana symbols, and some hiragana words such as くち、ねこ、あお、しかく。				
demonstrate understanding of hiragana as well as kanji by actions such as matching, labelling and sorting.				
translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.				
Understanding☀				
identify the three different scripts in Japanese, <i>hiragana</i> , <i>kanji</i> and <i>katakana</i> .				
understand that <i>hiragana</i> represents the basic units of Japanese sound and apply that knowledge in their communication.				
know that <i>kanji</i> represents meaning as well as sounds, and that <i>katakana</i> is used for borrowed words.				
know that stroke order in writing characters is important.				
identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word				

order in greetings, such as Smith せんせい、 and in simple sentences, such as おりがみ が すきです。どう は おおきい です。.				
provide examples of different ways of addressing friends, family and teachers or other adults.				
use pronouns, such as わたし/ぼく , and titles/suffixes, such as ~せんせい/~さん/~く ん, to address different people				
identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate'.				
give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン.				
identify similarities and differences between Japanese and their own languages and cultures.				