

Japanese

Years 3 and 4 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 3		Year 4	
	Semester 1	Semester 2	Semester 1	Semester 2
	Unit 1	Unit 2	Unit 3	Unit 4
Unit description	<p>Students explore the four famous Japanese folktale characters and use language to describe own character. Students will develop:</p> <ul style="list-style-type: none"> knowledge of four famous Japanese folktale characters, their traits and the most well-known folktales associated with those characters. comprehension of the questions - What is this? About how big is it? What colour is it? Where does it live? What does it eat? What kind of thing is it? ability to answer the above questions in short answer form. eg - It's a kappa, It's medium, It's green, It lives in rivers, It eats fish, It's scary. 	<p>Students explore the school life of Japanese students and compare it with their own. They learn how to talk about school subjects, classroom routines, and preferences using key vocabulary and sentence structures. Through reading, listening, speaking, and writing activities, students gain confidence in expressing likes and dislikes, understanding classroom instructions, and telling the time in Japanese. They also begin developing their skills in reading and writing hiragana.</p> <p>Students will:</p> <ul style="list-style-type: none"> talk about months and school events in Japan Identify and name school subjects in Japanese Express likes and dislikes using 「好き」「好きじゃない」 Understand and use common classroom instructions Tell time in Japanese (hours only) Read and write basic hiragana Ask for items politely using ～をください 	<p>Students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home. Students will:</p> <ul style="list-style-type: none"> share information about aspects of their personal spaces (such as their bedroom) engage with a range of texts about housing in Japan use a range of language to discuss and describe aspects of housing analyse and understand the systems of language relating to pronunciation participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes. 	<p>Students explore the theme of food and mealtime culture in Japan. They learn how to describe foods, express opinions about taste (delicious or not), discuss food preferences, and describe their lunchbox contents using Japanese vocabulary related to food, shapes, and colours.</p> <p>Students will:</p> <ul style="list-style-type: none"> build vocabulary around common Japanese foods (e.g., onigiri, sushi), colours, shapes, and taste words. engage in structured classroom interactions to express food preferences and lunchtime habits. learn about and make traditional Japanese items like <i>onigiri</i> and <i>kyaraben</i> (character bento). develop listening and speaking skills through audio-visual slides, role plays, and class surveys. learn cultural expressions such as “itadakimasu” and “gochisousama deshita” and understand Japanese mealtime etiquette.

Assessment		Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment conventions ¹	Technique	Assignment	Statistical investigation	Extended response	Extended response
	If other, or more than one, specify	Writing, Speaking	Reading, Writing, Speaking	Writing, Speaking	Writing, Speaking
	Mode	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed	<input checked="" 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 in regular classroom routines and structured interactions.				
understand and respond to instructions related to classroom organisation and activities, for example, ペア に なって ください。大きい こえ で いって ください。.				
use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばって.				
use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？.				
respond to simple questions using short spoken statements, for example, いつ ですか。なに が すき ですか。.				
use counter classifiers in response to questions such as なん人にん、なん月がつ、なんじ、なんさい.				
identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips.				
use cues such as context, visual images and familiar vocabulary to assist comprehension.				
create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists.				
describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましよう、ました and ません.				
read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしよう), as well as high-frequency kanji such as 月、日、先生.				
apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language.				
translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily.				
identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).				

Understanding ☀				
identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning.				
identify ways in which rhythm is used to chunk phrases within a sentence.				
use the hiragana chart to support their reading and writing, recognising its systematic nature.				
demonstrate awareness of the predictable nature of pronunciation.				
know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か.				
understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり.				
identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし.				
demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning.				
identify ways in which Japanese language reflects ways of behaving and thinking.				