

# Japanese

## Years 5 and 6 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 5 and 6  |   |
|-------------------|---|---|
|                   | Semester 1  | Semester 2  |
|                   | Unit 1  | Unit 2  |
| Unit description  | <p>Students explore the concept of change and use language to describe feelings in situations involving change. Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation</li> <li>convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings</li> <li>create a children’s story book in which a character journeys from a familiar to an unfamiliar situation</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture.</li> </ul> | <p>Students will learn how to talk about their weekly routines in Japanese. They will explore the days of the week, school subjects, and sports they do during the week. Students will learn to express what they do on each day using simple sentence patterns and vocabulary and will also learn to say what they like and don’t like.</p> <p>Students will practise listening, speaking, reading, and writing skills through interactive activities such as games, quizzes, script writing, and classroom conversations. They will explore how Japanese uses <i>katakana</i> for borrowed words (like “soccer” or “basketball”) and learn to recognise these in everyday contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Say and write the days of the week in Japanese</li> <li>Describe their weekly routine (e.g. “On Monday, I do sports.”)</li> <li>Talk about school subjects and sports</li> <li>Express likes and dislikes</li> <li>Create a simple photo diary or speech in Japanese about their week</li> </ul> |

| Assessment   |                                     | Assessment task  | Assessment task  |
|--|-------------------------------------|--|--|
| Range and balance of assessment conventions <sup>1</sup> | Technique                           | Assignment   | Assignment   |
|  | If other, or more than one, specify | Writing, Speaking  | Reading, Writing, Speaking   |
|  | Mode                                | <input checked="" type="checkbox"/> Written<br><input checked="" type="checkbox"/> Spoken/Signed<br><input checked="" type="checkbox"/> Visual | <input checked="" type="checkbox"/> Written<br><input checked="" type="checkbox"/> Spoken/Signed<br><input checked="" type="checkbox"/> Visual |
|  | Conditions                          | Refer to task sheet  | Refer to task sheet  |
| Aspects of the achievement standard                      |                                     | Unit 1   | Unit 2   |
|  |                                     | Shade the cells to indicate aspects covered in the assessment  |  |

| Communicating <sup>☼</sup>   |  |  |
|--|--|--|
| use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. |  |  |
| ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation.   |  |  |
| ask for clarification and assistance, negotiate turn-taking and follow instructions.   |  |  |
| extend their answers by using conjunctions such as そして、それから.   |  |  |
| show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures.  |  |  |
| read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for<br>いぬ      あめ<br>example, 犬 , 小さい、 雨 .                                      |  |  |
| locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics.   |  |  |
| express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい 人 です. .   |  |  |

|  |  |  |
|--|--|--|
| create connected texts of a few sentences, such as descriptions, dialogues or skits.   |  |  |
| structure sentences using particles, for example, へ、で、を、がand prepositions, for<br>うえ<br>example, の 上 に, and apply the rules of punctuation when writing.                           |  |  |
| describe and recount events and experiences in time, for example, adjective です。noun です /でした。 and present/past/negative verb forms, for<br>み<br>example, のみます、たべます、見ました、いきません。      |  |  |
| use counter classifiers in response to questions such as いくら です か。なんびき?なんこ?.   |  |  |
| translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use.   |  |  |
| comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.           |  |  |
| <b>Understanding</b> ☀   |  |  |
| understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です.  |  |  |
| understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき.   |  |  |
| apply their knowledge of stroke order to form characters.  |  |  |
| give examples of ways in which languages both change over time and are influenced by other languages and cultures.   |  |  |
| identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese.        |  |  |
| identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず です ね。いいえ。. |  |  |