



# 日本語



## Term 1 virtual open night activities for the whole school!

### Kindy, Pre Primary and Year 1: numbers song

**Japanese Lessons:** The Students were asked to sing along with our song “kazu”- numbers, to practice speaking in Japanese and learning their numbers 1 to 10. A video was taken to illustrate their learning. Please go onto seesaw to view you child’s class video.

#### Overview of learning goals: Japanese language learning and use:

The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games when learning their numbers 1-10. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues- such as hello and goodbye.



Students learn to articulate speech in Japanese by singing our “numbers” song, using a play-based approach that incorporates chanting, the use of mnemonics and a focus on the creative and crafted process of writing Japanese kana. As they learn to read their numbers, they draw on first language literacy skills such as predicting the meaning of unfamiliar elements using contextual cues or by linking them to known elements. Reading skills begin with recognition of number Kanji characters and progress to reading whole words and familiar phrases

**Texts and resources:** Students engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, plays and simple conversations. Written and digital texts include stories, wall charts, Big Books, and teacher-produced materials such as games, captions and flashcards.

**Curriculum Language Links: Creating** : Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement

[Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing]

(ACLJAC114)

一	1 - ichi	六	6 - roku
二	2 - ni	七	7 - shichi
三	3 - san	八	8 - hachi
四	4 - shi	九	9 - kyu
五	5 - go	十	10 - ju

## 2021 Year Two and Three Open night

**Japanese Lesson: The Students were asked to match words learnt through the song “head, shoulders knees and toes” in Japanese and sing the song with matching actions to words learnt. Please go onto seesaw to view your child’s class video!**

**The purpose of this task, is to develop confidence in identifying Japanese words in songs to its written meaning and compare this knowledge with the words known in English.**

### Overview of learning goals: Japanese language learning and use:

The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues- such as hello and goodbye.

Students learn hiragana (written alphabet) using a play-based approach that incorporates chanting, the use of mnemonics and a focus on the creative and crafted process of writing Japanese kana. As they learn to read hiragana they draw on first language literacy skills such as predicting the meaning of unfamiliar elements using contextual cues or by linking them to known elements.

Reading skills begin with recognition of hiragana characters (through the words in this task) and progress to reading whole words and familiar phrases

**Texts and resources:** Students engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, plays and simple conversations. Written and digital texts include stories, wall charts, Big Books, and teacher-produced materials such as games, captions and flashcards.

### Curriculum Language Links: Creating

Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement

[Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing] (ACLJAC114)

### Curriculum Language Links: Translating

Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English

[Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting] (ACLJAC116)

**Enjoy celebrating you child’s wonderful progress, and don’t forget to ask them to sing ‘head, shoulders, knees and toes’ to you in Japanese!**

ka ra da no u ta  
からだのうた

Body song

★ Let's sing the body song. ♪♪♪♪♪

a ta ma kata hi za a shi hi za a shi  
あたま、かた、ひざ、あし、ひざ、あし

a ta ma kata hi za a shi hi za a shi  
あたま、かた、ひざ、あし、ひざ、あし

me to mi mi to kuchi to ha na  
めとみみとくちとはな

a ta ma kata hi za a shi hi za a shi  
あたま、かた、ひざ、あし、ひざ、あし

Body parts Vocabulary

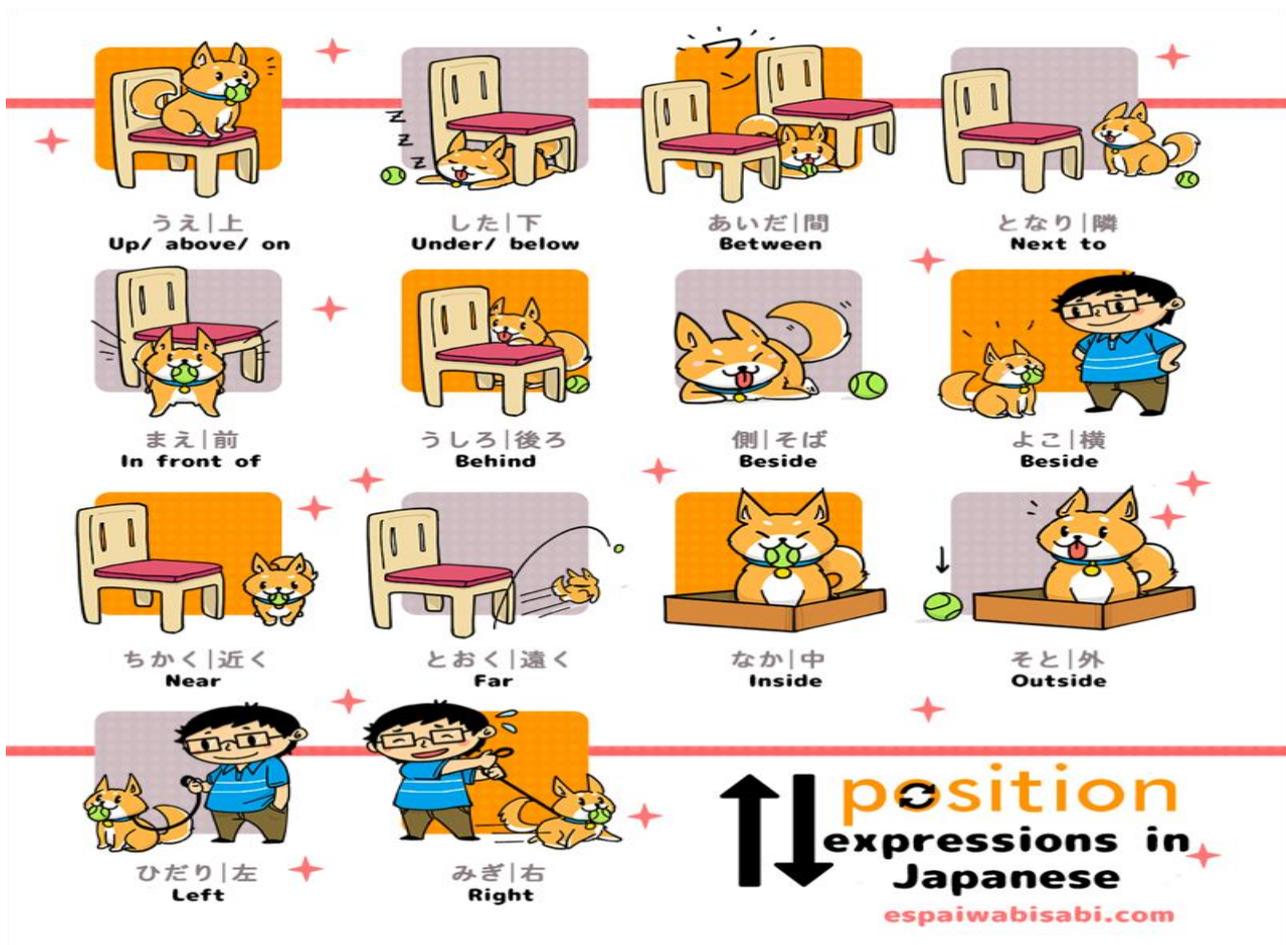
atama =head	me =eyes
kata =shoulders	mimi =ears
hiza =knees	kuchi =mouth
ashi =legs	hana =nose
onaka =belly	oheso =bellybutton
to =and	

## Year 4: Seesaw video Post: positional words and word sleuth

In class we have made a Japanese hiragana wordsearch of positional words like- top, under, front, back. We wrote them in the hiragana alphabet.

The students then described the words and phrases they have learnt and practise speaking in Japanese.

Please go to your child's seesaw account to view their personal learning video and celebrate their progress in Japanese.



## Years 5 & 6: Learning Video- Tabemono- food!



Our senior students have created a fantastic video detailing their learning progress in our new unit of work- Tabemono! ( Food)

Their task was to showcase your learning for their family in Japanese in a short video. Below are some of the learning outcomes I was assessing:

- 1) Students can recognise, read and pronounce specific topic words written in our new topic- Tabemono ( Food)
- 2) Students can complete written tasks where Hiragana and Katakana alphabets are used and clearly write, read and recognise chosen Japanese vocabulary.
- 3) Students can mimic Japanese pronunciation, intonation and rhythm through shared reading and completion of peer wordsearches.
- 4) Students can share their learning achievement with others through completing a creative video.



Please take a moment to view your child's video and celebrate their learning progress, I know I was impressed!

Kind regards,  
Aroozoo Sensei.