

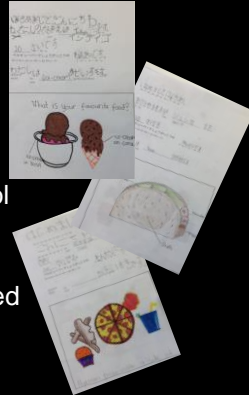
Speech Contest

In Term 3, our selected students in Years 4-6 will take part in MLTAQ Gold Coast Speech Contest held at Griffith University. Japanese-background speaker students will also have opportunity to practise their composing and public speaking skills in the event.



Friendship School in Japan

As a culminating activity at the end of every term, all Japanese classes of Bellevue Park State School will have opportunity to use the classroom-acquired language skills in a real-life communication with our Friendship School in Tokyo, Japan. The activities include exchanging letters and videos of asking questions and telling our stories on the learned topic in the term.



Tomodachi Project

Tomodachi means 'friends'. Students in Year 6 who are achieving a high level in speaking and translating skills will work as a team. The team will meet Sensei weekly to work on planning, creating and editing the video materials to share and exchange our language and cultural learning with the similar-age students in Japan.



Sensei Team

The team of Japanese native speaker parents volunteers assists Sensei (Japanese Teacher) in delivering culminating and hands-on activities in class at the end of term. Sensei Team also holds Japanese cultural workshops for interested parents/carers to connect our school community through Japanese culture, such as cooking and craft.



Bellevue Park Language Program Japanese Prep Year - Year 6



At Bellevue Park State School, **all Prep, Year 1, 2 and 3** students receive 1 specialist Japanese lesson a week for one semester and all **Year 4, 5 and 6** students receive 1 specialist Japanese lesson a week for the whole school year. **Prep Year**

The focus is to develop students' understanding that Japanese and English look and sound different and that the aspects of languages and cultures contribute to their own and others' cultural identity. Through songs, games and hands-on craft activities, students learn and use simple Japanese words and phrases to interact fluently and develop an understanding of cultural aspects of other's and their own.

Year 1 and 2

Students learn the vocabulary of colours, numbers, dates, characteristics and simple phrases to express their likes and dislikes in the topics of *In a Shop*, *Japanese Calendar*, *Japanese Stories* and *My Favourites*. Student demonstrate their learning by using the learned vocabulary and phrases in games and role-play activities and by recording and organising their learning in their own Japanese book/folder in order to apply the acquired knowledge and skills appropriately.

Year 3

Unit 1: Names In this unit students explore the language and cultural practices related greetings and getting to know each other. Students will learn the Japanese sound system and demonstrate their learning by pronouncing and spelling Japanese names and words correctly in romaji.

Unit 2 : Classroom In this unit, students use language to explore the concept of school life in Japan and make connections with their own school experiences. Students will understand and respond to instructions related to classroom organisation and activities and demonstrate their learning by using the learned vocabulary to participate in language activities involving instructions and peer cooperation.

Year 4

Term 1: The focus is to develop students' ability to create spoken informative and descriptive texts related to their personal world. Students demonstrate their learning by presenting a speech about themselves using formal spoken language.

Term 2: The focus is to develop students' ability to read and write the 46 hiragana and frequently used kanji. Students demonstrate their learning by labeling and reading hiragana in the map of Japan.

Term 3: The focus is to develop students' ability to use the language in classroom interactions to share information about family. Students demonstrate their learning by composing and presenting a text to introduce a family member using extended vocabulary.

Year 4 continued

Term 4: The focus is to develop students' ability to identify language variations that occur according to the age and the relationship of participants. Students demonstrate their learning by viewing a Japanese animated movie explaining the differences in the way Japanese speakers communicate, use different language and behaviours with a range of people.

Year 5

Term 1: The focus is to develop students' ability to use formulaic and modelled language in classroom interactions to share information about themselves. Students demonstrate their learning by present their self-introduction speech and respond orally to questions asked in Japanese.

Term 2: The focus is to develop students' ability to identify words from other languages used in Japanese and how the pronunciation, form and meaning of borrowed words can change. Students demonstrate their learning by composing a text about their favourite spare time activities using complete sentences and presenting the speech.

Term 3: The focus is to develop students' ability to read and write all hiragana and understand and use the hiragana chart to pronounce contracted and blended sounds. Students demonstrated their learning by creating a Japanese restaurant menu with the names and simple descriptions of popular Japanese menu items.

Term 4: The focus is to develop students' ability to used formulaic and modelled language to share experiences in playing games in groups. Students use the language of cheering and encouraging the teamwork and explaining the simple rules. Students demonstrate their learning by reading and listening to the text about Japanese students' favourite toys and games.

Year 6

Term 1: The focus is to develop students' ability to locate specific information and some supporting details in a range of spoken and written texts on self-introduction. Students demonstrate their learning by composing and presenting a text to introduce themselves.

Term 2: The focus is to develop students' ability to translate familiar texts recognising formulaic expressions and culturally specific textual features and language use. Students demonstrate their learning by describing the physical features and the habitat of Australian animals and their pet.

Term 3: The focus is to develop students' ability to describe and recount experiences and use present, past and negative verb forms. Students demonstrate their learning by creating a digital travel photo diary to describe their imaginative holiday experience in Japan.

Term 4: The focus is to develop students' ability to use formulaic language to share or convey information about their favourite celebrity and apply the rules of Japanese punctuation when writing. Students demonstrate their learning by creating a slide show to describe their favourite celebrity.