Trial Version　試行版

JFL Japanese Scheme of Work for primary schools

小学校のための日本語授業案

Units 1-6 for Year 3, KS2

The Japan Foundation London

Your feedback will contribute to the future development of the complete version of the Japanese scheme of work.
For more information, please contact info.language@jpf.org.uk
Thank you very much for your support.

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Introduction: About this Scheme of Work

Name of the document

This resource is tentatively called 'JFL Japanese Scheme of Work for primary schools 小学校のための日本語授業案'. In this introduction, this document is abbreviated as JSOW. JFL stands for the Japan Foundation London.

Target age group

JSOW is made up of six units (Units 1-6) which are designed to be used for Year 3 children. These six units are the first part of a total of 24 units in the Japanese scheme of work for Key Stage 2 (Years 3-6) of the English Education system. Units 7-24 (for Years 4, 5 and 6) will be developed in the future.

Teaching hours

Each Unit has 6 sessions. Each session is designed for approximately 45 minutes.

If one session is taught each week, one Unit can be covered in half a term and Units 1-6 can be covered in one year.

Reference resources

JSOW is based on:

① *The KS2 Framework for Languages, department for education and skills*, 2005 (KS2Framework)

② *French a scheme of work for key stage 2*, Qualifications and Curriculum Authority, 2007

③ *The Scheme of Work French Key Stage 2*, Training and Development Agency

These resources will be referred as ①, ②and ③ in this 'Introduction'.

They can be free downloaded at the National Centre for Languages Website.

http://www.cilt.org.uk/primary.aspx

Contents

- The first page of each unit includes Goals, Expectations, New Language, Learning Objectives Coverage at a Glance and Teaching Tips.
- The rest of the unit shows how Objectives, Learning Outcomes, Language, Activities and Resources are combined and covered in each session.

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- Each unit finishes with an 'End' activity. Sometimes it suggests activities that can be done outside of the class, for example, performing the drama they learnt in a school assembly. This may need to be completed outside the regular 45 minutes teaching time.
- Expectations, Outcomes, Learning Objectives and Teaching Activities of JSOW are based on the reference book ① above.
- New language content, Expectations for most of children, End of activity, Links to the key stage 2 framework of JSOW are based on the reference resources ②and ③ above.
- Framework objectives, Main, Learning outcomes, Teaching tips, Resources and important ICT resources, Teacher language and Children's language that are written in each session of the units are based on the reference resources ②and ③.
- Some items such as National curriculum links (with other subjects), detailed lists for Resources and ICT resources can be adopted and added from the reference resources ②and ③.

Main structure

The six units in JSOW and the six sessions in each unit are progressive and connected to each other, as in the following example:

In one unit, the teacher says one verb and children mime the verb. ⇒ In the next unit, children say several verbs. ⇒ In the third unit, children say a short sentence putting a subject and a verb together.

The scripts that are used for JSOW (see the Glossary in this introduction).

For reading or writing activities, specific kanji, hiragana or katakana are used.

For oral activities, the Japanese words and phrases to be learned are written in *romaji* (roman letters). Note that the long vowels are written using the traditional Hepburn system of Japanese romanisation, which is similar to how it is typed on a computer. For example, the 'o' sound is written in two ways, '*ou*' or '*oo*', depending on how the word is written in hiragana.

However, 'romaji' is written with only one 'o' following the commonly used way.

Japanese phonemes and letters

Each lesson features a short period of pronunciation practise following the hiragana letters in the *aiueo* chart. The activity is shown in the section with grey background in each session plan.

By practicing pronunciation every session, children can develop good listening and pronunciation skills of Japanese as well as understand the link between the

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sounds and the hiragana letters. Some teachers may also use this time to develop reading skills of basic hiragana letters.

Goals related to the Japanese scripts and reading

By the end of Unit 6, children are expected to understand that 1) Japanese has different writing systems compared with English, 2) there are three systems and 3) each hiragana letter is linked with one sound. Children will be expected to begin reading letters and words during Year 4 (Units 7-12).

Glossary for Japanese scripts

kanji	One of the three Japanese scripts. Kanji are symbols of Chinese origin that represent meaning. In the JSOW units 1-6, only a few kanji are introduced only to explain what kanji is.
hiragana	The second of the three Japanese scripts. The basic system is comprised of 48 hiragana letters. Each hiragana represents a sound. Small children in Japan begin to learn reading letters with hiragana.
katakana	The third of the three Japanese scripts. Mainly used for writing words of foreign origin. In the JSOW Units 1-6, it is only used for writing children's names. Katakana is based on exactly the same sound system with hiragana.
kana	Kana means hiragana and katakana.
romaji	Roman letters. It was developed in the 19th century for foreigners to learn Japanese. It is not used by Japanese people for standard writing. Now, it is used for typing Japanese on word processors.

Resources

Four download-free teaching materials especially developed or edited for the JSOW are available on the JF London website:

1) Japanese alphabet ('*aiueo*') chart in romaji and hiragana.

2) PowerPoint Presentation slides for '*Ookii kabu* (The Enormous Turnip)', edited for JFL KS2 version

3) Script for '*Ookii kabu* (The Enormous Turnip)' , edited for JFL KS2 version

4) Script for '*Momotarou* (The Peach Boy)'.

Free resources available for download are suggested in the far right column of the JSOW table. All the websites are available in English. The following abbreviations are used for the websites.

1. **JFL:** the Japan Foundation London website has many other resources and information.
   http://www.jpf.org.uk/language/

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2. **RSN:** 'Ready Steady NihonGo!', Japan Society and the Japan Foundation London, has flash cards, presentation slides and reading materials in English, designed for UK primary schools. http://www.japansociety.org.uk/rsn/
3. **SON:** 'Step Out Net resource package', The Japan Foundation London, resources for introductory sessions for primary and secondary schools in the UK (scheduled to be uploaded in Autumn 2010) http://www.jpf.org.uk/language/
4. **TJF:** 'The lives of Japanese Elementary Schools Students', The Japan Forum', has photo panels of primary schools and children in Japan. 'http://www.tjf.or.jp/
5. KWJ: 'Kids Web Japan' is about Japanese culture, seasonal events and schools with photos and reading texts http://web-japan.org/kidsweb/
6. **Erin:** 'Erin's challenge! I can speak Japanese.', The Japan Foundation, has resources including video clips, animation clips of secondary students' life in Japan https://www.erin.ne.jp/en/

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Unit1 Ohayou! おはよう! (Hi!)

In this unit children learn to introduce themselves and greet others. They begin to respond to and ask questions about name and age. They discuss linguistic diversity within their class. They understand where Japan is and that Japanese is spoken in Japan. They begin to understand there are three scripts in written Japanese and how they are used.

New Language	Expectations
• Greetings e.g. *Ohayou*, (Hi! for the morning), *Ohayou gozaimasu,* (Good morning), *Sayounara* (Good bye), *Konnichiwa* (Hello/Good afternoon). • *Hai* (here!/yes) and *Iie* (no) • *...kun/san* (Mr…, Ms…) among each other • *Sensei* (Sir/Miss) towards the teacher or (family name) + *sensei* as Mr./Mrs/Miss…. • Question forms: rising intonation e.g. O*namae wa?* (What is your name?) and particle 'ka' e.g. *Nan sai desu ka?* (How old are you?) • Noun + *desu* (name + *desu,* age + *desu*) • numbers 1-10: ichi, ni, san, yon*, go, roku, nana*, hachi, kyuu, juu • age: *nanasai* (seven years old), *hassai* (eight years old) • Phonic focus: introduction of the basic 45 *kana* sounds	Most children will • say and respond to the morning and farewell phrases • answer the register • recognise question forms and reply to the question with yes or no • address each other using the appropriate suffix • address the teacher using the appropriate suffix • reply to questions (name and age) • give a short self-introduction (name and age) • understand and use numbers 1-10 • begin to pronounce some *kana* sounds following the teacher as a model • gain knowledge about Japan, where it is, how the weather is, its famous products, etc • be aware of linguistic diversity in the class • understand that English is spoken in counties other than the UK • begin to understand that the Japanese writing system is different from the English alphabetical system

*Some numbers have two names. 4 can be pronounced *shi* or *yon* and 7 can be pronounced *shichi* or *nana*. *Nana* is chosen in this unit because *nana sai* (seven years old) is also introduced (you cannot say "shichi sai").

Learning Objectives (from KS2 Framework) in each session of this unit

	Session 1	2	3	4	5	6
O3.1			☆			
O3.2		☆		☆	☆	☆
O3.3			☆		☆	☆
O3.4	☆	☆				
L3.1				☆	☆	☆
L3.2						
L3.3						
IU3.1		☆				
IU3.2	☆					
IU3.3	☆	☆				
IU3.4						
KAL	☆	☆	☆		☆	☆
LLS	☆			☆		

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Japanese words and sentences that are shown in brackets in the Language section: Children don't have to be able to say these words, although they should be able to understand them

Sec-tion		Objectives	Learning Outcomes Children…	Language	Activity	Resources
Unit1 Sec. 1	03.4 IU3.3 LLS	Listen attentively. Identify social conventions. Practise new language with a friend and outside the classroom.	• understand the differences in social conventions when people greet each other • respond to and say morning greetings • answer the register	*Ohayou.* (Hi!) *Ohayou gozaimasu.* (Good morning.) [*...kun, ...san.*] (Mr./Ms.) *Hai*. (here)	Listening carefully, children imitate *Ohayou* and practise in pairs. Model *Ohayou gozaimasu* with a bow. Explain about bowing and practise the pronunciation. Tell children that you will take the register in Japanese and that children have to say *hai* instead of 'here'. Begin to take the register using *kun* and *san*. Discuss with children what the patterns are.	RSN Lesson1 Erin Lesson1 (video clip how children greet at school) SON L1 (greeting songs and video clip for bowing) TJF (photo panels) If the class is held in the afternoon, use *Konnichiwa* (Hello!) for the greeting (see Unit 6 section 2)
	IU3.2 KAL	Locate the country where the language is spoken. Understand that many languages are spoken in the UK and across the world.	• understand that English is spoken in counties other than the UK • understand that Japanese is a language spoken in Japan	*Nihon* (Japan)	Discuss where English is spoken and where Japanese is spoken. Brief introduction of Japan e.g. location, weather, food	SON (Introduction) including World Map from Japan RSN Lesson 4
			• respond to good bye	*Sayounara.* (Good bye)	Respond to teacher with 'good bye' and bow.	RSN Lesson1
Unit 1 Sec.2	O3.2	Identify phonemes which are different from English.	• understand that other languages may have sounds that are different from English	Overview of the basic 45 *kana* sounds (from '*a*' sound to '*n*')	Teacher demonstrates pronunciation of *aiueo* Japanese alphabet following the *aiueo* chart. Say the 5 vowels first. Children repeat. Then move to the next 5 in the 'k' line. Explain that お and を used to have different sounds but have the same '*o*' sound now. Tell children that they will learn the alphabet little by little in order to master good pronunciation.	See the *aiueo* chart in the package. JFL Resources Script RSN Lesson 4 SON L3 Note:
	03.4 IU3.3	Listen attentively. Identify social conventions.	• say *Ohayou gozaimasu* with accurate pronunciation and gesture	*Ohayou gozaimasu.* (Good morning) (name) *kun/san*	Practise '*Ohayou gozaimasu*' towards teacher with a bow. Take the register as usual. You may want to teach *Imasen* (Absent). Review the usage of *kun* and *san*	RSN Lesson1 Erin Lesson1 TJF

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					with a person's name, children practise and call over each other.	
	IU3.3	Identify social conventions.	• understand the differences in social conventions when people address others	*Sensei!* (literally means 'teacher')	Introduce and explain how to address the teacher. Practise the pronunciation. Encourage children to use it all the time when they call over the teacher.	
	IU3.1 KAL	Learn about the different languages spoken by children in the class. Understand that many languages are spoken in the UK and across the world.	• appreciate the diversity of languages spoken within the class		Draw a language portrait. Using a blank outline of a body shape and model, show how you colour it in according to the importance of languages to you e.g. 'I do my thinking in English, so I'm colouring my head in blue. I know a little bit of Spanish, so' I'll colour my fingertips red. I speak Arabic with my grandmother, so I'll colour my heart yellow.' Add labels to your portrait to show languages you have mentioned. Children colour in and label their own portrait.	If some children finish the portrait quickly, encourage them to show the portrait to each other in groups and exchange ideas. Then make a group display on a big wall.
			• respond to goodbye	*Sayounara.* (Good bye)	Say 'good bye' to the teacher and bow.	RSN Lesson1
Unit 1 Sec.3	O3.1	Listen and respond to simple rhymes, stories and songs.	• listen carefully and imitate the pronunciation of *kana* sounds • begin to recognise patterns by chanting *kana* sounds	Overview of the basic *kana* sounds	Teacher models the *aiueo* chart and children imitate the model. Practise one line (e.g. vowels. k-line) each.	See SON L3-2 for a *aiueo* rap song of the Japanese Alphabet
	O3.3 KAL	Perform simple communication task using single words, phrases and short sentence. Recognise how sounds and meanings are represented in written form.	• begin to use the sentence structure '*...desu*' • reply when asked for their name • begin to understand the functions of *hiragana, katakana* and *kanji*	*namae* (name) (name) *desu* (I am…) [*Onamae wa?*] (What is your name?)	Say his/her name (without *kun* or *san*) Ask the question and discuss how it sounds. Explain that most questions end with rising intonation in Japanese. Practise the pronunciation focusing the intonation. Give a simple introduction of Japanese scripts, *kanji, hiragana and katakana*. *Katakana* is used for non-Japanese words/names while *hiragana* or *kanji* is used for Japanese words/names. Children experiment to write	RSN Lesson 1 Erin Lesson 1 RSN Lesson 4 Culture Notes Japanese writing: Some East Asian people use Chinese characters for their names which are similar to *kanji*. But

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					Japanese by tracing his/her name written in *katakana.*	the sounds are different.
Unit 1 Sec.4	L3.2	Make links between some phonemes and spellings.	• begin to understand how *hiragana* is linked with each sound	Overview of the basic *kana* sounds and their written forms	Review the Japanese basic alphabet by imitating the teacher or sing the *aiueo* song together.	
	O3.2 LLS LLS	Recognise and respond to sound patterns and words. Imitate pronunciation. Use actions to aid memorisation.	• begin to recognise and pronounce numbers 1-10	1-10 (*ichi, ni, san, yon, go, roku, nana, hachi, kyuu, juu*) *…desu ka?* (Is this …?)	Introduce how to count 1-10 in Japanese using pictures. Practise the numbers with actions to help remember them. Then, play simple games e.g. bingo, *sugoroku.*	RSN Lesson 1 SON L2 (games)
Unit1 Sec.5	L3.2	Make links between some phonemes and spellings.	• begin to understand the Japanese writing system which is different from English alphabetical system	一(1), 二(2), 三(3), 十(10)	Review numbers by counting 1-10. Then, show numbers one, two, three and ten in *kanji.* Children make a guess which *kanji* means one. Repeat the same with two, three and ten.	RSN Lesson 4 Culture Notes Japanese writing
	O3.2 O3.3 KAL LLS	Recognise and respond to sound patterns and words. Perform communication task Recognise question forms Play games to help remember. Use gestures to show they understand.	• say how old he/she is • use appropriate gestures to show yes and no	*Nanasai* (seven years old) *Hassai* (eight years old) [*Nanasai/Hassai desu ka?*] (Are you seven/eight years old?) *Hai.* (yes), *Iie.* (no)	Learn to use the question marker *ka* at the end of the sentence and reply with yes or no when asked their age. Teacher asks children to identify the number from the numbers presented. Children nod if it is yes and shake heads if it is no. Confident children start saying *hai* and *iie* as a reply.	RSN Lesson 2 Dialogues You may want to teach Japanese gestures along with *hai* and *iie*. Usually for this type of question, Japanese nod for *hai* and shake their head for *iie*. Also, Japanese people sometimes use gestures for correct/ good and wrong/bad. See the illustration at the end of this page.
Unit1 Sec.6	L3.2	Make links between some phonemes and spellings.	• begin to understand that the Japanese writing system is different from the English alphabetical system		Review how three scripts are used in written Japanese.	RSN Lesson 4 Culture Notes Japanese writing
	O3.2 O3.3 KAL	Recognise and respond to sound patterns and words. Perform communication task Recognise question forms	• understand and reply to the question, '*Nansai desu ka?*'	[*Nan-sai desu ka*?] (How old are you?) (age) *desu.* (I'm …)	Review how to say his/her age… Learn the question word '*nan*' and reply with the information about his/her age.	RSN Lesson 2 Dialogues
End				*Konnichiwa* (Hello!) or *Hajimemashite* (How do you do?)	Practise how to say 'how do you do? /Hello!' Give a self introduction (for a video	SON L5 and RSN Lesson 1 with '*Konnichiwa*'

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				(name) *desu* (I'm…) (age) *desu* (I'm …)	which will be uploaded or sent to twin schools) Make a word-bank to record the words they have learned e.g. 1-10	Erin Lesson1 with '*Hajimemashite*'

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Unit2 Uta to Geemu うたとゲーム（Songs and games）

In this unit children listen and respond to a well-known Japanese song. The song used here is '*Kaeru no uta*' (The frog song), but you can use an alternative. Children learn or extend their knowledge of numbers to 20 and play games. They follow simple instructions for making おりがみ (*origami*), although you can choose a different activity in which children listen and respond to instructions. Children learn how to talk about their favourite games.

New Language	Expectations
• Numbers 11-20 • Likes: S*uki desu* (I like…) • Offering (*Douzo*.) and thanking (*Arigatou*.) • Responding to simple instructions using *masu*-verbs • Turn taking expressions e.g. *Tsugi*! (Next!), *Boku!* (I/me for boys), *Watashi!* (I/me for girls) • Praising and other expressions e.g. *Katta!* (I won!), *Maketa* (I lost.), *Sugoi!* (Super!) • Phonic focus: vowels (*a, i, u, e, o)* and k-line (*ka, ki, ku, ke, ko*) of the basic *kana* sounds	Most children will • understand and use the numbers 1-20 • understand and respond to questions about likes • understand, answer and use everyday phrases e.g. offering and thanking • respond to spoken instructions to make *origami* • understand and use phrases for turn taking to play games • understand that there is no singular or plural in Japanese • understand and use some phrases to play games • begin to pronounce some basic *kana* sounds • know and join in singing a well-known children's song in Japanese • begin to develop skills in communicating in Japanese in pairs and groups

Learning Objectives (from KS2 Framework) in each session of this unit

	Session 1	2	3	4	5	6
O3.1	☆	☆	☆			
O3.2	☆	☆	☆	☆		
O3.3			☆		☆	☆
O3.4					☆	
L3.1						
L3.2			☆		☆	
L3.3						
IU3.1						
IU3.2						
IU3.3					☆	
IU3.4	☆					☆
KAL		☆	☆	☆		
LLS	☆	☆		☆	☆	☆

Classroom expressions

Introduce and use e.g. *Kikimashou!* (Let's listen), *Mimashou!* (Let's watch).

Keep everyday phrases e.g. *Boku!, Katta!* displayed in the class and encourage children to use them.

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		Objectives	Learning outcomes Children…	Language	Activity	
Unit 2 Sec.1	LLS O3.2	Make eye contact with the person speaking and listen attentively. Identify phonemes which are different from English.	• Copy a sound spoken by teacher, to practise pronunciation • identify sounds which are the same or different from English	Vowels (*a, i, u, e,o* あいうえお)	Teacher pronounces a vowel pointing at the letter (in *romaji*) on *aiueo* chart. Children listen carefully and imitate the model. Compare how the letter is pronounced when it is in the English alphabet. Following the same pattern, introduce the other 4 vowels	JFL Hiragana chart RSN Lesson 4
	O3.2 O3.1	Listen with care. Listen and respond to simple rhymes, stories and songs	• listen with care • know a well-known children's game/song from the country where the language is spoken	keywords for the song e.g. *uta* (song), *kaeru* (frog)	Sing the song *Kaeru no uta* (The frog song). Show the lyrics both in Japanese *romaji* and *hiragana*. Draw attention to the fact that one note has one hiragana and practise each sound carefully. You may want to ask if they can recognise any letters which they learnt in the previous activity (vowels え *e* and う *u* are used)	RSN Lesson 9 (the song words and the sound file) If you have more time, you may want to make an origami 'jumping frog' and play a game (video clips to make the origami can be found on the Internet).
Unit2 Sec.2	KAL	Recognise how sounds are represented in written form.	• pronounce some kana sounds linking each sound with a hiragana letter	Vowels (*a, i, u, e,o* あいうえお)	Review the pronunciation of the 5 vowels. Teacher demonstrates the pronunciation while pointing at the vowel on *aiueo* chart. Children repeat. Play a game: Teacher points at one of the vowels written in *romaji* and children say it focusing on the accurate pronunciation.	JFL Hiragana chart You may want to delete *romaji* from each kana sound grid in the chart once they are covered. It may help children to learn how to read *hiragana.*
	O3.1 O3.2 KAL LLS	Listen and respond to simple rhymes. Recognise and respond to sound patterns and words. Imitate pronunciation. Play games to help to remember.	• pronounce numbers 1-10 accurately • use the knowledge of numbers 1-10 to play a game	Numbers 1-6 *sugoroku* numbers in kanji: 一(1), 二(2), 三(3), 四(4), 五(5), 六(6) Turn taking expressions: *Tsugi!* (Next!) *Boku!* (I/me!) for boys *Watashi!* (I/me!) for girls	Review 1-6. Play games e.g *sugoroku* (snakes and ladders). Use numbers written in *Kanji* if possible. Teach turn taking expression and encourage them to keep using it.	SON L2 RSN Lesson 1 SON L2

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Unit2 Sec.3	L3.2	Make links between some phonemes and letters.	• begin to say some basic *kana* sounds	Vowels (*a, i, u, e,o* あ，い，う，え，お)	Show the *hiragana* letters for the 5 vowels in *aiueo* order. Review the pronunciation viewing the *hiragana* letters. Play a game: Teacher points at one of the vowels written in *romaji* and children say it focusing on the accurate pronunciation.	SON L3 (including some games)
	O3.1 O3.2 O3.3 KAL	Listen and respond to simple rhymes, stories and songs. Recognise and respond to sound patterns and words. Perform simple communicative tasks using simple words, phrases and short sentences. Repeat words rhythmically.	• pronounce numbers 1- 10 accurately • use newly learnt vocabulary to create a playground game. • perform their game with confidence	Numbers 1-10 *Sugoi!* (Super!)	Review 1-10. Count on fingers in the Japanese way and compare it with the English way or with the other countries. Play games that include counting 1-10, e.g. in addition to *sugoroku*, you can play games such as *tamaire* and bingo. You can't say number + item (e.g. *ni kaeru*, two frogs) in Japanese. You have to say *ni-hiki no kaeru* (two (animal counters) of frogs)' or '*kaeru ga nihiki* (frogs of (two animal counters).' This is similar to saying "Three sheets of paper" rather than "three papers" in English. But this should be taught later.	RSN Lesson 1 SON Lesson 2 SON C2 (A video clip of UK children counting in Japanese with the appropriate gestures is planned to be uploaded to the JFL website sometime in 2011)
Unit2 Sec.4	KAL	Imitate pronunciation.	• Copy a sound spoken by teacher to practise pronunciation	*ka, ki, ku, ke, ko* (かきくけこ)	Using the *aiueo* chart, introduce k-line sounds by showing how k is combined with the vowels to make each *kana* sound.	JFL Hiragana chart
	O3.2 KAL LLS	Recognise and respond to sound patterns and words. Imitate pronunciation. Play games to help remember Practise saying new words aloud.	• start to recognise and say numbers 11-20 in sequential order	11-20 (*juuichi, juuni, juusan, juuyon, juugo, juuroku, juunana, juuhachi, juukyuu, nijuu*)	Review numbers 1-10 .Teach 11-20. Practise the pronunciation 11-20 and play games e.g. counting up and down, 'Number ping pong', counting up using odd and then even numbers only, "Fizz Buzz."	RSN Lesson 2
Unit2 Sec.5	L3.2	Make links between some phonemes and letters.	• pronounce some kana sounds linking each sound with a hiragana letter	*ka, ki, ku, ke, ko* (かきくけこ)	Review the k-line sounds following the letters on the chart.	JFL Hiragana chart

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	O3.3 O3.4 LLS IU3.3	Perform simple communicative tasks. Use a physical response Listen attentively and Use gestures to show they understand. Identify social conventions at home and in other cultures.	• say phrases for giving something and thanking • respond to teacher's instructions with a physical action	*kabuto* (helmet used by samurai warriers) *jan-ken* (rock, paper, scissors), *Jan ken, pon*! (phrase to play) *Douzo* (Here you are) *Arigatou* (Thank you) (Option) *Katta!* (I won!) *Maketa.* (I lost…)	Follow the instructions to make *kabuto* using origami paper then using newspaper. Learn/review and practise *jan-ken* (rock, paper and scissors). Play the game 'Jan-Ken Kabuto': in pairs, play *jan-ken*. The loser hands the kabuto to the winner saying '*Douzo*'. The winner receives the helmet saying *Arigatou* and puts it on top of his/her helmet. The loser goes behind the winner to make a train. The winners walk around the class and play *jan-ken*. Continue until one child (the champion) wears all the helmets.	RSN Lesson 10 (origami instructions for making *kabuto* helmets) Instructions should be given in Verb-*masu* form. '*Hanbun ni orimasu*' (Fold it into half) etc. SON C5 (including video clip of Jan-ken)
Unit2 Sec.6	KAL	Recognise how sounds and meanings are represented in written form	• begin to say some *kana* sounds	vowels and *k*-lines	Review the vowels and the k-line sounds. Play a game using the letters written in *romaji* or *hiragana*.	SON L3 Note that the focus should be on pronunciation at Year 3 level.
	O3.3 LLS	Perform simple commutative tasks using single words, phrases and short sentences. Play games to help remember Practise saying new words aloud.	• answer simple questions about favourite games • understand that words for some games occur in both Japanese and English although they may not sound the same (e.g. *bingo*, *origami*…)	*uta* (song), *origami*, *bingo* (bingo), *jan-ken* (rock, paper, scissors)etc. [*Suki*] (like) [*Suki desu ka?*] (Do you like this?) *Hai* (Yes), *Iie* (No)	Review some activity names they have done. By pointing at a flash card of the activity, teacher asks children if they like the activity. Children answer with yes/no. Encourage children to say *suki!* when their favourite activity is pointed. Update the word bank with the new words from this unit.	
End					Children perform or teach a game in assembly.	

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Unit3 Omedetou! おめでとう! (Congratulations)

In this unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the name of the month in which they celebrate their birthday.

New Language	Expectations
• Months of the year • Express likes (*...ga suki desu*) • Phrases e.g. *Otanjoubi omedetou*! (Happy Birthday!), *Akemashite omedetou!* (Happy New Year!) • *masu* form of verbs • Trace or copy some letters and words e.g. おめでとう (*Omedetou!*, Congratulations!) • Phonic focus: s-line (*sa, shi, su, se, so*) and t-line (*ta, chi, tsu, te, to*) of the 45 basic *kana* sounds	Most children will • say the months of the year • state what they like • say a few phrases for special occasions • respond to instructions in *masu* form • begin to understand the link between some phonemes and hiragana letters • write a birthday card from a model • begin to pronounce some more basic *kana* sounds

Learning Objectives (from KS2 Framework) in each session of this unit

	Session 1	2	3	4	5	6
O3.1			☆			
O3.2		☆				☆
O3.3	☆		☆	☆	☆	☆
O3.4			☆	☆		
L3.1						
L3.2	☆					☆
L3.3				☆		
IU3.1						
IU3.2		☆				
IU3.3	☆					
IU3.4						
KAL		☆			☆	
LLS	☆				☆	☆

The kana sound learning process continues to the end of Unit6.

Objectives are listed in brackets.

Keep using the classroom phrases as much as possible and encourage children to use phrases for real purposes.

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Sec-tion		Objectives	Learning outcomes Children…	Language	Activity	
Unit3 Sec.1	O3.3 IU3.3	Perform simple communicative task using simple phrases. Identify social conventions; know some facts about one country.	• Repeat words modelled by the teacher • Say New Year's greeting	*Akemashite omedetou !* (Happy New Year!)	(Suitable for January) Practise the new year greeting and greet each other.	RSN Lesson 9 SON C3 (electronic presentation about New Year in Japan)
	(L3.2)	Make links between some phonemes and letters.	• begin to understand the link between some phonemes and *hiragana* letters (MB: ALIGNMENT)	*a, i, u, e, o* (あいうえお) *ka, ki, ku, ke, ko* (かきくけこ)	Review the 10 *kana* sounds *a – ko* following the *aiueo* chart. Play a game: Teacher points at or shows one of the hiragana letters and children say it referring to the *aiueo* chart.	SON L3 (including some games)
	LLS O3.3	Play games to aid memorisation. Perform simple communicative tasks using simple words and phrases.	• Understand and take part in a simple party game • Use physical response, mime and gestures to show they understand a sequence of language	1-20 (Review)	Play some games for reviewing counting 1-20 e.g. *hanetsuki* (a traditional Japanese game for New Year holiday which is similar to badminton without a net) or other counting games e.g. *tamaire* (competitive activity)	RSN Lesson 5 SON C2
Unit3 Sec.2	(O3.2)	Recognise and respond to sound patterns and words.	• Copy a sound spoken by the teacher to practise pronunciation.	*sa, shi, su, se, so* (さしすせそ)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart. Pay attention to *shi* which does not follow the pattern.	
	O3.2 KAL IU3.2	Recognise and respond to sound patterns and words. Recognise that languages describe familiar things differently. Locate (About) country where the language to be studied is spoken	• Recognise that months are counted with numbers (1-12) in Japanese • Understand that there may be different ways of saying one thing in Japanese just as in English • Begin to say the months of the year	*gatsu* for counting months *ichigatsu* (1+month=January) *nigatsu* (2+month=Feb.) *sangatsu*(Mar.), *shigatsu* (Apr.), *gogatsu* (May), *rokugatsu* (June), *shichigatsu* (July), *hachigatsu* (Aug.), *kugatsu* (Sep.), *juugatsu* (Oct.), *juuichigatsu* (Nov), *Juunigatsu* (Dec.)	Introduce the names of the 12 months. Ask children if they recognised the pattern. Ask which month sound different from just counting 1-12 (April, *shigatsu*, and July, *shichigatsu*) Count all the month together focusing on the pronunciation. Play a game. The teacher says the name of a month in Japanese and children pick a piece of paper which has the month in English, or point at the page of a calendar that is displayed on the wall.	
Unit3	(L3.2)	Make links between some	• pronounce some kana sounds	*sa, shi, su, se, so* (さしすせ	Review the s-line sounds following	

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Sec.3		phonemes and spellings.	linking each sound with a hiragana letter	そ)	the *aiueo* chart. Focus on the *shi* sound. Practise a few words which include 's' sound such as *shigatsu* from this unit.	
	O3.1 O3.4 O3.3	Listen and respond to simple rhymes, songs and stories. Respond to the teacher's instructions. Perform simple communication task using single words, phrases and short sentences.	• Join in with a simple song • Recognise their birthday month when they hear it • Say their birthday month in groups • Complete simple details on a birthday card	*Otanjoubi omedetou!* おたんじょうび　おめでとう! (Happy birthday!) *...gatsu desu*. (It's ...month)	Sing the Japanese version of 'Happy Birthday'. Review the month names. Children stand up when they hear their birth month (which the teacher says) and make a group. In groups, children practise and say their birth month. The others respond with 'Happy Birthday!' which literally means 'Birthday, congratulations!'	(See the song words at the end of this unit) - A video clip of UK children singing the song is planned to be uploaded to the JFL website sometime in 2011
Unit3 Sec.4	(O3.2)	Recognise and respond to sound patterns and words.	• Copy a sound spoken by the teacher to practise pronunciation	*ta, chi, tsu, te, to* (たちつてと)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart. Pay attention to the irregular sounds *chi* and *tsu*.	
	O3.4 O3.3 L3.3 L3.3	Listen attentively and understand instructions. Perform simple communication task using single words, phrases and short sentences. Experiment with writing of simple letters. Write a simple message using a model.	• use physical response, mime and gesture to show they understand a series of instructions • Begin to understand how to copy *hiragana* letters	Simple instruction for origami process: (*orimasu*) (fold), (*harimasu*) (to glue) (*kakimasu*) (to write) Say numbers to instruct stroke orders: 1(ichi), 2(ni), 3(san)...	Make a simple origami model following the teacher's instructions. Complete a birthday card following the teacher's model (see the end of this unit for details) Glue the origami to the card. Display the card in the class and then use for a real purpose later by giving it to his/her family or friend.	
Unit3 Sec.5	(L3.2)	Make links between some phonemes and spellings.	• pronounce some kana sounds linking each sound with a hiragana letter	*ta, chi, tsu, te, to* (たちつてと)	Review the t-line sounds following the *aiueo* chart. Focus on the *chi* and *tsu* sounds. Practise a few words which include 't' sound such as *tanjoubi, ichi*, from this unit.	
	O3.3 KAL LLS	Perform simple communicative tasks using single words, phrases and short sentences. Hear word classes Play games to aid memorisation.	• Recognise some action verbs • Understand and take part in a simple party game • Begin to recognise verbs in *masu* form	These action words will be useful for the game: (*arukimasu*) (walk), (*nemasu*) (sleep) Add a few more basic action words to play 'Simon	Review (Session 4)/introduce a few simple action verbs. Ask children if there is anything in common. (ending with *masu*) Review the verbs by playing games. 1) Play Musical Statues. When music stops, freeze as a statue	

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				Says' (*kikimasu*) (listen/hear) (*yomimasu*) (read) (*isshoni*) (together)	posing to match the verb which the teacher calls out e.g. *kakimasu*. 2) Play Simon Says using the verbs in *masu* form. Use '*isshoni'* instead of a phrase 'Simon says'.	
Unit 3 Sec.6	L3.2	Make links between some phonemes and spellings, and read aloud familiar words.	• begin to understand the link between some phonemes and *hiragana* letters (MB – ALIGNMENT)	A few words with the 20 hiragana sounds they have learned so far e.g. うた *uta* (song), いち *ichi* (one), すき *suki* (like)	Review: Teacher points at one of the 20 sounds in the chart at random and children say the sound. Playing a Code Breaking game: Show a familiar word written in *hiragana* letters that have been learned so far. Children read out each letter referring to the *aiueo* chart and guess what the word is.	Other games related to kana sounds using hiragana letters are in SON L3
	LLS O3.3 O3.2	Ask someone to clarify or repeat Perform simple communicative tasks using single words, phrases and short sentences. Recognise and respond to sound patterns and words.	• Understand questions about what activities they like • Reply to the above question	*...ga suki desu.* (I like…) e.g. *Bingo ga suki desu.* *Karuta ga suki desu.* *Jan-ken ga suki desu.* *Origami ga suki desu.* *Sugoroku ga suki desu.*	Review the phrase to express likes (Unit 2 Session 6) and activity names they did so far. Children make a group according to the activity preference, and say what they like. Pay attention to the link word '*ga*'. Update the word bank with the new words they learned in this unit.	Alternative: Teacher asks '*Nani o shimashou ka?*' (What shall we do?) and children suggest a game by using '*...o shimashou!*' (Let's play …) or just give the name of their favourite game.
End					With a digital camera, children take photographs of each other doing some of the activities covered in this unit. They use these to prepare a short presentation about the things they like in their Japanese class.	

See next page for the related resources.

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- *Karuta* (snap): each card has one *hiragana* letter printed on it. One person (teacher) reads a word that begins with one of the letters. A person who touches the card the fastest keeps it. The person, who collects the cards most, wins.

- Words for 'Happy Birthday' in Japanese:
  おたんじょうび　おめでとう!　*Otanjoubi omedetou!*　(Happy birthday to you!)
  おたんじょうび　おめでとう!　*Otanjoubi omedetou!*　(Happy birthday to you!)
  おめでとう　(name)さん・くん　*Omedetou, (name) san/kun*. (sing 'kun' for a boy's birthday and 'san' for a girl's) (Happy birthday dear …)
  おたんじょうび　おめでとう!　*Otanjoubi omedetou!*　(Happy birthday to you!)

  Example for birthday cards

Birthday/Congratulations card template
1) Each child gets the card template with the '*Omedetou*! (Congratulations!)' phrase printed with outlined letters. The teacher explains that they will colour the letters following the same rules that Japanese people follow to write letters. The teacher also explains that the two letters after the name are *yori* which means 'from' and the sender's name should be written above the underline.
2) The teacher demonstrates how to write the first letter お(*o*) in the correct order. It may be helpful to use an interactive whiteboard for this purpose. The teacher counts the order (which is often called the stroke order) using numbers e.g. *ichi, ni, san*…
3) First, children practise writing the letter by imitating the teacher's movements by writing the letter in the air saying the stroke together.
4) Children colour in the first letter printed on the card with a colour pen of their choice.
5) Repeat the process 2-4 to colour in the second letter. Children may use a different colour for the second letter.
6) When the entire phrase is coloured in, children copy or cut and paste the sender's name (in *katakana*) on the underlined part at the bottom of the paper.
7) At this stage, children may not be ready to write the receiver's name in Japanese. If they want to use the card in real life, they can write the receiver's name in English.

Alternatively, try making a card electronically.

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Unit4 Atama, kata, hiza, ashi あたま、かた、ひざ、あし (head, shoulders, knees and feet)

In this unit children learn the names for the main parts of the body and describe colours. They ask and answer questions about physical appearance.

New Language	Expectations
• Name parts of the body • Linking word: *to* (and) • 6 basic colours: *aka, ao, shiro, kuro, kiiro, chairo* • Linking adjective (colours) and noun e.g あおいめ • *migi* (right), *hidari* (left), *ue* (up), *shita* (down) • Phonic focus: *n*-line (*na, ni, nu, ne, no*) and *h*-line (*ha, hi, hu/fu, he, ho*) of the 45 basic *kana* sounds	Most children will • recognise and respond to instructions which include parts of the body • sing a song from memory • describe the colour of facial features • begin to link adjectives and nouns • give and respond to instructions about location for playing the game '*fukuwarai*' • begin to say some more basic *kana* sounds • develop their understanding of the way sounds are represented in writing • recognise some letters using a reference of the *hiragana* letters and their sounds • begin to understand how *kanji* and *hiragana* are used

Learning Objectives (from KS2 Framework) in each session of this unit

	Session 1	2	3	4	5	6
O3.1	☆					
O3.2	☆	☆	☆	☆	☆	
O3.3				☆		
O3.4		☆				☆
L3.1			☆			☆
L3.2			☆		☆	
L3.3						☆
IU3.1						
IU3.2						
IU3.3						
IU3.4						
KAL			☆	☆	☆	☆
LLS	☆	☆				

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		Objectives	Learning outcomes Children…	Language	Activity	
Unit4 Sec.1	(L3.2)	Make links between some phonemes and spellings.	• begin to say some *kana* sounds with relative accuracy	a-to (あ-と)	Review the 20 *kana* sounds following or using *aiueo* chart. Remind children about the irregular ones: *shi, chi* and *tsu*. Confident children may want to play a game for reading *hiragana* letters.	SON L3 (including some games)
	O3.1 O3.2 LLS	Listen and respond to simple songs. Recognise and respond to sound patterns and words. Use gestures to show that they understand.	• listen with care • identify specific words	*atama* (head) *kata* (shoulder) *hiza* (knee) *ashi* (foot and leg) *me* (eye) *mimi* (ear) *hana* (nose) *kuchi* (mouth) *to* (and)	Sing the song 'Heads, shoulders, knees and toes' with the actions. Talk about the differences between the Japanese and English versions, (e.g. feet instead of toes, no singular or plural).	SON L4 (A video clip of children singing the song in Japanese with the actions is scheduled to be uploaded to the JFL website sometime in 2011)
Unit4 Sec.2	(O3.2)	Recognise and respond to sound patterns and words.	• Copy a sound spoken by the teacher to practise pronunciation.	*na*, *ni, nu*, *ne, no* (なにぬねの)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart.	
	O3.4 O3.2 LLS	Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Play games to aid memorisation.	• use newly learned vocabulary to join in a game • respond to instructions and indicate understanding	*me* (eye), *mimi* (ear) *hana* (nose), *kuchi* (mouth) and *mayu* (eye brow) *ue* (up),*shita* (down), *migi* (right), *hidari* (left)	Play *fukuwarai* (a traditional Japanese game). A bind-folded child places part of a face made out of paper on a big face poster according to the other team members' instructions.	RSN Lesson 10 in 'Other resources' SON C4-6
Unit4 Sec.3	(L3.2)	Make links between some phonemes and spellings.	• pronounce some kana sounds linking each sound with a hiragana letter	*na*, *ni, nu*, *ne, no* (なにぬねの)	Review the *n*-line sounds using the similar activities they did for a-to in Units 2 and 3.	
	O3.2 L3.1 L3.2 KAL	Recognise and respond to sound patterns and words. Recognise some familiar words in written form. Make links between some phonemes and spellings and read aloud some familiar words. Recognise how sounds are represented in written form	• read and understand familiar words • begin to understand what *kanji* is	くち(*kuchi*, mouth), め(me, eye), みみ(*mimi*, ear), はな (*hana*, nose) 口(くち *kuchi*, mouth), 目 (め me, eye) Extension: 耳 (みみ *mimi*, ear)	Play Code-breaking game (see Unit 3 session 6) to read words for body parts written with *hiragana* referring to the *aiueo* chart and pick the matching picture. Learn how some *kanji* are pictographic e.g. 月 (moon) and 日(sun). Children design a symbol for mouth and eye. Compare their symbols and the real *kanji*.	RSN Lesson4 for the kanji origin examples

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					Update the word bank with these words with *hiragana* or *kanji*. Label a person or monster's face with cut and paste labels. This can be done electronically.	
Unit 4 Sec.4	(O3.2)	Recognise and respond to sound patterns and words.	• Copy a sound spoken by the teacher to practise pronunciation	*ha*, *hi*, *hu/fu*, *he*, *ho* (はひふへほ)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart. Note that ふ is pronounced as 'wh' sound for 'who' even though it is often written as 'fu' in *romaji*.	
	O3.2 O3.3 KAL	Recognise and respond to sound patterns and words. Perform simple communication tasks using single words, phrases and short sentences. Imitate pronunciation of sounds.	• identify specific words • Respond to a question about the colour	*iro* (colour(s)), *kuro* (black), *shiro* (white), *aka* (red), *ao* (blue), *kiiro* (yellow), *chairo* (brown)	Introduce colours using well-known cartoon characters. Play 'Show me'. The teacher says a colour and children show the colour card. Practise the pronunciation of the words. Play a game: The teacher says a sequence of colours e.g. *ao*, *aka*, *kuro* and places multi-link cubes in the same sequence on their tables. Children say the colour sequence aloud. (more games in SON L4-3)	Images of well known anime or *manga* characters are available on Internet, for example, Pokemon (Pikachu is yellow, Zoroark is black, Charmelon is red) KWJ
Unit4 Sec.5	(L3.2)	Make links between some phonemes and spellings.	• pronounce some kana sounds linking each sound with a hiragana letter	*ha*, *hi*, *hu/fu*, *he*, *ho* (はひふへほ)	Review the *h*-line syllables.	
	O3.2 L3.2 KAL KAL	Recognise and respond to sound patterns and words. Make links between some phonemes and spellings and read aloud some familiar words. Recognise how sounds are represented in written form Hear main word classes.	• identify specific words • read aloud familiar words • use newly learned vocabulary to join in a game	あか(*aka,* red) あお(*ao,* blue) しろ(*shiro*, white) くろ(*kuro*, black) きいろ(*kiiro*, yellow) (Don't include ちゃいろ *chairo*, brown as they don't know how to read the small letters) *akai me* (red eye) *aoi mimi* (blue ears) *kuroi hana* (black nose) *shiroi kuchi* (white mouth)	Review the colours by 1) playing 'Repeat if it is true' Read the words using the same strategy they used for Code-Breaking game (see session 3). Try red and blue first and then try black, white and yellow. Listen to the teacher giving some examples of putting a colour and a face name together like red eyes. Discuss what they heard ('*i*' is added at the end of the colour word.) Encourage children to describe some face parts using monsters.	

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Unit4 Sec.6	(O3.2)	Recognise and respond to sound patterns and words.	• begin to say some *kana* sounds with some accuracy	The 30 *kana* sounds (*a-ho*) they have learned	Review and pronounce the 30 *kana* sounds following the *aiueo* chart. Focus on '*shi*' '*chi*' '*tsu*' and '*hu/fu*' sounds.	
	O3.3 KAL L3.1 L3.3	Perform simple communicative tasks. Hear main word classes. Recognise some familiar words in written form. Experiment with the writing of simple words.	• recall and pronounce up to six colours with accuracy • understand and accurately pronounce the vocabulary for facial features and parts of the head • label facial features and parts of the head accurately	あお い みみ (*aoi mimi*, blue ears) あか い くち (*akai kuchi*, red mouth) くろ い はな (*kuroi hana,* black nose) ちゃいろ い め Chairo (*chairoi me*, brown eyes)	In groups, children draw/choose a monster and label the face parts by gluing the printed words. Colour in the parts. Choose a colour name for each part of the face and glue it in front of the face part name. Copy い (*i*) using *hiragana* between the colour name and the face part name. Use *romaji* for *Chairo* (Brown). Update the word bank with the words that they learned in this unit.	
End					Use the monsters or characters to play a game 'Guess who?'.	

Japanese version of the song (the tune and actions are the same as the well-known English version):

あたま かた ひざ あし ひざ あし	Atama, kata, hiza, ashi, hiza, ashi	Head, shoulders, knees, feet, knees, feet
あたま かた ひざ あし ひざ あしと	Atama, kata, hiza, ashi, hiza, ashi	Head, shoulders, knees, feet, knees, feet and
めと みみと くちと はな	Me to mimi to kuchi to hana	Eyes and ears and mouth and nose
あたま かた ひざ あし ひざ あし	Atama, kata, hiza, ashi, hiza, ashi	Head, shoulders, knees, feet, knees, feet

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Unit 5　Tomodachi ともだち (Friends)

In this unit children listen and respond to a story. The story used here is called '*Ookii kabu*' (おおきい かぶ The Enormous Turnip) and the text and the flash cards in electronic slide showing programme are provided as a separate file of the package/folder. Children learn to talk about animals, describing their movement. Children add to their repertoire of verbs and continue to gain confidence in using Japanese in simple communication. An alternative story to the one suggested here can be used.

Overview

New Language	Expectations
• Animal names e.g. *inu* (dog), *neko* (cat), *ahiru* (duck), *usagi* (rabbit) • Animal sounds e.g. *wan wan* (woof), *nyaa nyaa* (meow) • Some verbs of movement e.g. *arukimasu* (walk), *tobimasu* (fly) • Making simple statements using the sentence structure: Subject *wa* verb-*masu.* • negative form of verb: verb-*masen* including *wakarimasen* (I don't understand, *sumimasen* (I am sorry/Excuse me) • Adjectives: *ookii* (big), *chiisai* (small) • Linking adjective and noun • Phonic focus: *m*-line (*ma, mi, mu, me, mo*) and *y*-line (*ya, yu, yo*) of the basic *kana* sounds	Most children will • listen to a story and select keywords and phrases from it • state someone's/some animal's actions • begin to make a simple short sentence • recognise and say some negative forms including everyday classroom expressions • describe animals with colours and size • begin to say some more basic *kana* sounds • join in acting out a simple role-play • speak clearly and confidently

Learning Objectives (from KS2 Framework) in each session of this unit

	Session 1	2	3	4	5	6
O3.1	☆			☆		☆
O3.2		☆	☆	☆		
O3.3		☆			☆	
O3.4			☆		☆	☆
L3.1						
L3.2						
L3.3						
IU3.1						
IU3.2						
IU3.3						
IU3.4						
KAL	☆	☆	☆	☆	☆	☆
LLS	☆	☆	☆			☆

The story is called either '*Ookii kabu*' or '*Ookina kabu*'. It is often performed at *youchien* (nurseries and receptions) in Japan. Various versions are available on the Internet.

The teacher can decide how many lines each child says. The teacher can be the narrator.

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		Objectives	Learning outcomes Children…	Language	Activity	
Unit5 Sec.1	(O3.2)	Recognise and respond to sound patterns and words.	• copy a sound spoken by the teacher to practise pronunciation.		Review the 30 *kana* sounds (*a-ho*) following or using *hiragana* letters.	
	O3.1 KAL LLS	Listen and respond to simple rhymes, stories and songs. Imitate pronunciation. Compare the language with English.	• listen with care • repeat words and phrases modelled by the teacher • say some animal names.	*usagi* (rabbit) *inu* (dog) *kamo* (duck) *neko* (cat) *Wan wan!* (Woof!) *Gaa gaa!* (Quack!) *Nyaa, nyaa!* (Meow!) *Ichi, ni, san!* (One, two, three!)	Showing the flashcards, tell '*Ookii kabu* (A Giant Turnip)' story. Ask children if they noticed any words they know. Introduce the animal words. Play games to see if children have understood, e.g. • Children hear an animal word and respond by miming. • Teacher mimes and children respond with an animal word. Talk about what sounds the animals made. Compare them with English. Tell the story again. This time, children join in with animals sounds and the phrase 'one, two three!' as they get familiar with the story.	The text of the story (see end of Session 6) Electronic presentations is available You may want to introduce the song '*Kobuta, tanuki, kitsune, neko* (a piglet, a racoon, a fox and a cat)' RSN Lesson 9 including the sound file
Unit5 Sec.2	(O3.2)	Recognise and respond to sound patterns and words.	• copy a sound spoken by the teacher to practise pronunciation.	*ma, mi, mu, me, mo* (まみむめも)	Imitate the pronunciation of the model (e.g. teacher) looking at each letter on the *aiueo* chart.	
	O3.2 O3.3 LLS KAL	Recognise and respond to sound patterns and words. Perform simple communicative tasks using single words, phrases and short sentences. Play games to help remember. Hear main word classes.	• match words and pictures • identify particular words • describe animals	*Nan desu ka?* (What is this?) *…desu*. (It's…) (colour)い (noun) (Adjective + noun) *ookii* (big) *chiisai* (small) (Adjective + noun) *ookii kabu* (a big/giant turnip)	Review the animal names. Ask the question showing an animal flashcard. Tell the story again but this time children raise hands if they hear a colour word. Display pictures of the four animals in different colours and children describe some animals with colours. Using two pictures of the same animals in different sizes, introduce 'big' and 'small'. Practise the pronunciations. Draw attention that the both words end with '*i*'. Children mime the teacher's description e.g. 'a big rabbit', 'a small dog.' Introduce the title of the story and the words for 'turnip'.	

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Unit5 Sec.3	(L3.2)	Make links between some phonemes and spellings.	•begin to say some *kana* sounds	*ma, mi, mu, me, mo* (まみむめも)	Review the m-line sounds.	
	O3.2 O3.4 KAL LLS	Recognise and respond to sound patterns and words. Listen attentively and understand instructions, everyday classroom language and praise words. Hear main word classes. Use a physical response.	•respond to particular sound with a physical action •identify particular words •count how many times a particular sound is heard in a phrase or sentence	*hashirimasu* (run) *arukimasu* (walk) *tobimasu* (fly) *hanemasu* (jump) *hipparimasu* (pull) *isshoni* (together)	Show flashcards that include actions and the read the sentences again. Discuss that action words have the same ending (*masu*). Explain that the verb *masu* form doesn't change according to the subject (I/We/They, It/He/She). Read the story again and children count how many times they hear '*masu*'. Make a list of the action words (in *romaji*) to update the word-bank. Play 'Simon Says'. Use '*isshoni*' instead of the phrase 'Simon says…'.	
Unit5 Sec.4	(O3.2)	Recognise and respond to sound patterns and words.	•copy a sound spoken by the teacher to practise pronunciation.	*ya, yu, yo* (やゆよ)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart. (the sounds and the letters *yi* and *ye* are no longer used)	
	O3.1 O3.2 KAL	Listen and respond to simple rhymes, stories and songs. Recognise and respond to sound patterns and words. Recognise question and negatives.	•Recognise negative forms of action words. •Listen for clues, intonation and familiar words.	negative form verb-*masen* e.g. *hashirimasen* (doesn't/ don't run) *arukimasen* (doesn't/ don't walk) *tobimassen* (doesn't/ don't fly) *tabemasen* (doesn't/ don't eat) *Wakarimasen.* (I don't understand) *Sumimasen!* (Excuse me.)	Read and show the scene that includes '*nukemasen*' and explain what it means. The teacher gives a few examples of negative form of verbs and asks thr children if they can see the pattern (*masen*). Explain that, like *masu* form, '*masen*' can be used with I/We/They and It/He/She. Practise making the negative form from *masu*-form. Discuss whether types of bird can fly. Show a picture of a bird. Children reply '*tobimasu*' or '*tobimasen*'. Introduce everyday classroom phrase including '*masen*'. *Sumimasen* literally means 'I can't be excuse but…' and used for 'Excuse me (to draw attention).' 'I am sorry.' and 'Thank you,' in formal situations. Post them in the classroom and encourage children to use them. Practise the pronunciation.	
Unit5	(L3.2)	Make links between some	•begin to say some *kana*	*ya, yu, yo* (やゆよ)	Review the y-line sounds.	

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Sec.5		phonemes and spellings.	sounds			
	O3.3 O3.4 KAL	Perform simple communicative tasks using single words, phrase and short sentences. Listen attentively and understand instructions. Hear main word classes.	• use physical response, mime and gesture to covey meaning • remember a sequence of spoken words	(animal) *wa* verb-*masu*. *Inu wa hashirimasu.* (The /a dog/dogs run.) *Ushi wa arukimasu.* (The/a cow/cows walk.) *demo* (but), *Yatta!* (We've done it), *minna* (Everyone, all), *tomodachi* (friends)	Show some sentences from the story. Review the rules comparing English sentence structure with the Japanese. 1) There is no 'the' or 'a'. 2) Use '*wa*' after the person or the animal. Read the story again and this time, invite children to join in to say a sentence to state the animals' movements. Children start discussing about performing the play. Introduce or review the words that haven't covered.	
Unit 5 Sec.6	(O3.2)	Recognise and respond to sound patterns and words.	• begin to say some *kana* sounds with some accuracy		Review 38 *kana* sounds using *hiragana* letters.	
	O3.1 O3.4 KAL LLS	Listen and respond to simple rhymes, stories and songs. Listen attentively and understand instructions. Imitate pronunciation. Say words to a rhythm.	• act out a story as it is narrated; join in with the telling and acting out of a story • remember a sequence of chose words • speak clearly and confidently.		Children practise and perform the play. Four children play each animal and the others will be narrators (the teacher can do the difficult parts). Video a rehearsal of children acting out the story. Watch the video and discuss how it can be improved.	
End					Perform the story to another class or at an assembly.	

Please see 'The Enormous Turnip' Flashcards with PowerPoint presentation and the matching text which were specially designed for this Japanese Scheme of Work package.

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Unit 6 Momotarou ももたろう(The Peach Boy)

In this unit children learn the names of some fruits and food, how to ask for it, how to offer and thank. Children also listen to and act put a story. The text is provided as a separate file of the package/folder. The story used here is called *Momotarou* (the Peach Boy), a well-known traditional Japanese folk-tale.

Overview

New Language	Expectations
• Asking for something: *...o kudasai* • Asking and answer about an item e.g. *Nan desu ka?* • Adjectives e.g. *itai* • Phonic focus: *r*-line (*ra, ri, ru, re, ro*), *wa* and *n* of the basic 45 *kana* sounds	Most children will • say what he/she would like or ask for something and respond • remember a sequence of spoken words • ask and answer simple questions with the correct intonation • listen with care • join in with a fiction text • act-out simple role-plays • identify phonemes which are the same as or different from English or other languages they know • and begin to pronounce the basic 45 sounds (*a – n*) with some accuracy

Learning Objectives (from KS2 Framework) in each session of this unit

	Session 1	2	3	4	5	6
O3.1	☆	☆				☆
O3.2	☆		☆			
O3.3	☆	☆		☆	☆	☆
O3.4					☆	
L3.1						☆
L3.2						☆
L3.3						
IU3.1						
IU3.2	☆			☆	☆	
IU3.3			☆	☆		
IU3.4				☆		
KAL	☆	☆	☆	☆		
LLS		☆			☆	☆

Momotarou is one of the most well-known traditional stories in Japan. You will find the story in various media e.g. books, TV animation programmes and computer games.
Some useful resources of the story is in the Japan Foundation Sydney's website: http://jpplays.jpf-sydney.org/jf/1.htm
How to make a *katana* (Japaense samurai sward) using newspaper: http://jpplays.jpf-sydney.org/ot/1.htm
(go to Teaching resources ⇒ Activity Resources ⇒ Special Edition 5 ⇒ Props)

Note: Phonic focus '*r*' is pronounced more like 'l' than English 'r' sound.
The tongue flips just behind the upper front teeth.

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		Objectives	Learning outcomes Children…	Language	Activity Children	
Unit 6 Sec.1	(O3.2)	Recognise and respond to sound patterns and words.	• begin to say some *kana* sounds with some accuracy		Review the 40 syllables using *hiragana* letters. Focus on the irregular ones.	
	IU3.2 O3.2 O3.3 KAL O3.1	Locate country where the language is spoken. Recognise and respond to sound patterns and words Perform simple communicative tasks. Ask and answer questions. Join in storytelling, listen and respond to simple stories.	• ask and answer simple questions • listen with care and repeat words	*momo* (peach) *dango* (dango sweets) Japanese food e.g. *kaki* (persimmon; originally from Japan) *sushi* (sushi) *ocha* (Japanese tea) *sembei* (rice crackers) *Douzo.* (Here you are) *Arigatou.* (Thank you.)	Discuss if they know about Japanese food and drink (e.g. sushi, tea). Introduce some Japanese food including peaches and *dango* sweets. Let children taste each item, offering with the phrase '*Douzo*'. Children pick the food saying *'Arigatou'*(Unit3 Session5). Ask if they like it. Children reply with yes or no. Pin the pictures and say the food item. Children point at it. Tell the story '*Momotarou*' showing a book or using flash cards.	Try some Japanese sweets. These are sold in the UK supermarkets e.g. *Pocky/Mikado* (chocolate coated sticky biscuit), Koala chocolate/strawberry flavoured biscuit RSN Lesson 6 (about the story) KWJ
Unit6 Sec.2	(O3.2)	Recognise and respond to sound patterns and words.	• copy a sound spoken by the teacher to practise pronunciation.	*ra, ri, ru, re, ro* (らりるれろ)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart.	
	O3.3 KAL LLS	Perform simple communication tasks using single words, phrases and short sentences. Recognise question forms and negatives. Practise new language with a friend.	• ask and answer simple questions using real objects, cards and games. • perform a mime to show understanding of a phrase • act out a story as it is narrated • say and respond to a daily greeting	*Nan desu ka?* (What is this?) *saru* (monkey) *tori* (bird) (*Namae wa nan desu ka?*) (What is his name?) *Nan sai desu ka?* (How old he is?) *Konnichiwa* (Good afternoon/Good day.)	Review animal names from Unit 5 and add the animals from the new story. The teacher holds a picture of an animal or food item and asks what it is and children reply with *…desu*. In pairs, children practise the conversation. Read Scene 1 and ask a few questions to make sure if they understood the contents. Children reply together. Discuss what the other characters' age and name can be. Practise the formal greeting with a bow.	RSN Lesson 1 *Konnichiwa* sounds like 'kon(g) nichi wa'.
Unit6 Sec.3	(L3.2)	Make links between some phonemes and spellings.	• pronounce some kana sounds linking each sound with a hiragana letter	*ra, ri, ru, re, ro* (らりるれろ)	Review the r-line sounds.	
	IU 3.3	Identify social conventions at	• identify action words	*ikimasu* (go)	Read the story again but this time	

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	KAL O3.2 LLS	home and in other cultures. Hear main word classes. Recognise and respond to sound patterns and words. Use the context of what they see/read to determine some of the meaning.	(verbs) • guess what some unfamiliar words can mean by listening the story and looking at the flashcards.	*kaerimasu* (return/go home) *itai* (painful/hurting)	children focus on the actions words ending with *masu*. Ask children what they heard and encourage them to guess what they mean. Introduce the two verbs and practise the pronunciation. Read or show the flashcard Scene 4. Ask what 'itai' can mean. Ask if they remember what kind of words can have 'i' at the end e.g. big, small.	
Unit6 Sec.4	(O3.2)	Recognise and respond to sound patterns and words.	• copy a sound spoken by the teacher to practise pronunciation.	*wa, (o), n* (わをん)	Imitate the pronunciation of the model (e.g. teacher) following each letter on the *aiueo* chart. を was originally pronounced '*wo*' but is now pronounced '*o*' in the modern sound system.	
	O3.3 IU 3.2 IU 3.3 IU 3.4	Perform simple communicative tasks. Locate the country where the language is spoken. Identify social conventions at home and in other cultures. Make indirect or direct contact with the country where the language is spoken.	• recall and use the vocabulary • remember a sequence of spoken words • communicate with others using simple words and phrases and sentences.	*... o kudasai*. (I would like…) *Douzo*. (Here you are) *Arigatou*. (Thank you.)	View some photos or video-clips of the fast-food shops or convenience stores in Japan (use websites or video clips) and discuss what they see. Introduce the phrase from the story and its meaning. Practise the pronunciation. Introduce the standard phrase to ask for something. Draw attention to the word order and the linking word 'o'. Practise the phrase using some food items from session 1. Play a game. Teacher asks for an item as a customer. Children race to find the item (or the picture) and deliver it to the teacher. Hand over saying '*douzo*'. Post the phrase in the class so that children can use it in the future.	Erin Lesson 8 (good pronunciation samples) RSN Lesson 7 (food names, flashcards, hamburger shop menu)
Unit6 Sec.5	(O3.2)	Recognise and respond to sound patterns and words.	• begin to say some *kana* sounds with some accuracy		Review the pronunciation of the basic 45 sounds with *hiragana* letters.	
	O3.3 O3.4	Perform simple communicative tasks. Listen attentively and understand instructions,	• recall and use vocabulary • communicate with others using simple words and phrases and sentences.	*kami* (paper), *nori* (glue) *hasami* (scissors),	Discuss dramatising the story and strategy for managing the task e.g. making props/masks. Introduce names of basic materials	

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	IU 3.2 LLS	everyday classroom language Locate country where the language is spoken. Use the context of what they see/hear to determine some of the meaning.		*pen* (pen) (item) *o kudasai.* *(Nani iro desu ka?)(*What /Which colour?) (colour name) *o kudsai.* *katana* (Japanese samurai sword)	they may need to make props and masks. Children use Japanese to ask for them. Note that paper is considered as a countable item in Japanese. Ask which colour they want and children can respond with just the colour word. In groups, children make props and masks e.g. make *katana* using newspaper; make animal masks by cutting out and colouring in the models.	
Unit6 Sec.6	L3.1 L3.2	Recognise some familiar words in written form Make links between some phonemes and letters.	• begin to say 45 basic *kana* sounds with some accuracy • Sort word cards into Japanese dictionary order by their first letter		Review the pronunciation of the 45 basic *kana* syllables with *hiragana* letters. Each child gets a card of one of the key words in *hiragana* which has been chosen from Units 1-6. Using the *aiueo* chart on the wall, children help each other to line the cards up in dictionary order by their first letter. Help each other to read the whole word and discuss the meaning. Then, each child says the word (with its meaning) to the class. Update or create a word-bank (can be electronic).	SON L3 *aiueo* Jigsaw You may want to divide children into groups to do this activity and race to see which group gets the right order first.
	O3.1 O3.3 LLS	Listen and respond to simple rhymes, stories and songs. Perform simple communication task using single words, phrases and short sentences Say words to a rhythm.	• act out a story • remember a sequence of chose words. • speak clearly and confidently. • remember a sequence of chose words	*Katta!* (I won!) *Yatta!* (We've done it!) *Maketa.* (I lost.) *Sumimasen.* (I am sorry.) *Ikuzo!* (Charge!)	Discuss how they can act out the feelings when the story is dramatised. Highlight the phrases for expressing those feelings. Say each phrase with mime and facial expression. In groups children practise the performance. Children who are not keen to act can take other roles e.g. director, narrator, photographer.	
End					Perform the story in the class or the school assembly. Alternatively, this can be filmed and shared in the school webpage.	

Please see 'The Peach Boy' text which was specially edited for this Japanese Scheme of Work package.

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JFL Japanese Scheme of Work for primary schools

小学校のための日本語授業案

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