



Australian Curriculum: Band plan Japanese — Years 5-6 2026

CURRICULUM	YEAR 5		YEAR 6	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Unit name	Unit 1: What's in a name	Unit 2: What is a family?	Unit 5: What is a character?	Unit 7: What is school life?
Unit description	<p>In this unit, students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss names, nicknames and surnames • analyse and organise information into key ideas and supporting details • create texts about self-identity • recognise and understand blended sounds and exceptions to phonetic rules when speaking • participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>In this unit, students use language to communicate ideas relating to the concept of family and identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> • introduce themselves and other family members • interact with peers about family members and activities • identify language and behaviours that reflect relationships and values in Japanese society • develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'. 	<p>In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> • use Japanese to discuss qualities of people they admire • encounter authentic language in a range of spoken and written texts about a variety of imaginary characters • respond to imaginative texts and identify qualities in imaginative characters • understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters • reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts. 	<p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with a range of texts about school in Japan • use a range of language to discuss school experiences • participate in an intercultural experience to notice, compare and reflect on language and culture.

ASSESSMENT		YEAR 5		YEAR 6	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Range and balance of summative assessment conventions	Assessment	What's in a name?	What is a family?	What is a character?	What is school life?
	Technique	Extended response	Extended response	Extended response	Extended response
	Type of text	Comprehension	Composition	Composition	Comprehension
	Mode	Listening	Speaking	Writing	Reading

Aspects of the achievement standard V9					
students initiate and use strategies to maintain interactions in Japanese language that are related to their immediate environment.					
use appropriate combinations of hiragana sounds, intonation and rhythm in spoken texts.					
collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas, and preferences.					
use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Japanese or English, adjusting their response to context, purpose and audience.					
create texts, selecting and using a variety of vocabulary and sentence structures to suit context.					
sequence information and ideas, and use conventions appropriate to text type.					
use hiragana and familiar katakana and kanji appropriate to context.					
apply rules for pronunciation and intonation, punctuation, modelled structures and scripts, when creating and responding in Japanese.					
compare language structures and features in Japanese and English, using some metalanguage.					
show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

