**Programming Example 2**

**Japanese Year 4**

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**Context statement**

### This Year 4 class is one of three Year 4 classes in a P - 6 school. Japanese is a valued learning area in the school. In Year 4 children have 2 x 50 minute classes of Japanese a week.

### This class has 22 students, for whom Japanese is an additional language. Of the 22 children, there are 4 EALD Developing learners who will be considered in lesson planning.

**Program goals and objectives**

The intercultural goals for this program are the goals of the *Understanding* strand, and of the *Reflecting* sub-strand of the *Communicating* strand of the Japanese Curriculum (ACARA, 2014) for Years 3 and 4 (see Appendix 1) and will be enacted by asking a series of questions inviting responses, related to the key processes of comparing, noticing, reflecting and observing.

Key questions include:

Let’s stop and think about…, I wonder why…, What do you notice about…?, Let’s compare…, What do you notice about…? How are they different? How are they similar?, What do you think…?, How do you feel about…?, What does it mean when...?’, What is the difference between...?’ I felt…, I thought…, I was surprised…, Now I know….

**Scope of learning**

The key concepts covered in the term relate to the idea of *Belonging* and encompass ideas such as identity, self, family and groups and diversity.

**Language**

The language covered is guided by the Japanese Curriculum for Years 3 & 4 learners (ACARA, 2014) (see Appendix 1).

**Cultural knowledge**

Different language is used to reflect the different levels of formality/politeness in Japanese.

Other cultures have differences and similarities in their ways of celebrating and the foods they eat.

Languages express culture-specific concepts. E.g. すき ‘suki’ – to like/love?

**Resources**

Text types (receptive/productive) – written, singing, audiovisual, pictures, oral.

A selection of resources from Scootle, LSA, You tube (to provide authentic materials), Japan Foundation, Asia Education Foundation, DVD, audio and native Japanese speakers will be used.

**Assessment scheme**

Assessment will consist of Assessment *for*, *of* and *as* learning, as outlined below.

* Assessment for learning – ongoing dialogue between students and teacher, and students and students, reflective journals, posters, dialogues to provide feedback to students.
* Assessment of learning – reflective journals, posters, dialogues with students in class
* Assessment as learning – two stars and a wish (Education Services Australia).

**SAMPLE LESSONS**

# Lesson 1

**Learning aims**

Learners will be able to greet each other and the teacher in Japanese using different forms of greetings; they will understand that Japanese greetings reflect the cultural value of respect and that language is used to reflect this; they will be able to reflect and talk about how greetings are done in their home language and what this says about their culture.

## Procedure

**Greetings**

* Greet children in the class in Japanese.
  + Model greeting for teacher-student and student-student
  + おはよう。(ohayou – ‘morning – casual/familiar)
  + おはようございます。(ohayou gozaimasu – Good morning – polite)
* Question: I wonder why Japanese has two ways of greeting each other in the morning?
* Which part of the greeting shows respect?
* Comparing with our first languages
  + How do you greet someone first thing in the morning? E.g. your family, your friends.
* Give EALD children an opportunity to say their greetings in their languages. Ask them to show the others how to say these greetings.
* What differences do you notice between the languages?
* What does it feel like to say these Japanese words?

**Names and greetings**

* Give out name cards (written in hiragana/katakana and romaji) for each child.
* Ask children what endings they put on their names in Japanese (this learning occurred last year) and what this means.
* Give children the opportunity to go and greet their friends in the classroom using アンマリーちゃん、おはよう (Anne-Marie-chan ohayou - ‘Morning Anne-Marie.)
* Ask children to go and greet someone they don’t know.
* Ask learners to role-play teacher and student greetings (to use the different greetings).
* Continue to reflect on why Japanese has the different greetings that reflect formality. Discuss how language reflects what different groups of people believe (culture). Compare the different languages and notice this.
* Reflect back to their learning about how language and cultures are interrelated (modeling metalanguage used).

**Reflection**

* Choose key question card from the centre of the table and write an answer in your journal. Model answers.
* Talk about how we answer these questions (explicit modeling for EALD but also for other learners learning this new register). Reflecting/noticing/comparing.

**Introduction of reflective journals**

* Give children an opportunity to reflect on their learning by giving them the key questions related to the topic (see Appendix 2). Ask them to choose questions.
* How does it feel when you use different language to the teacher or your friends in the morning?
* What did you notice about how you greet your friends/teacher in Japanese?
* What do you do in your first language when you greet people? What do you say to your friends first thing in the morning? What similarities and/or differences do you notice?
* Support students in their writing and ask questions of them in response to their reflections.
* Class discussion to summarise learning.

**Ending class**

* **さよなら**(sayonara) Goodbye. また、あした (See you tomorrow. Casual).

# Lesson 2

**Learning aims:**

Learners will be able to greet each other during different times of the using different forms of greetings; they will be able to reflect and talk about how language changes in different contexts, and what this says about its culture.

## Procedure

**Greeting each other (teacher to student, student to student)**

**Introduction of ‘Oha rock’ song**

* Oha rock (video clip of oha song). (Link to the music and dance curriculums) http://www.youtube.com/watch?v=waAsEQ6PQOo
* Focus on chorus – ask students to listen for words that sound like ‘ohayo’
* Oha rock. Oha gesture and songs. (Song for assembly)
* Talk about the video – presentation on the singer etc.
* Ask them to think about the theme, and what things might be said in song

(top-down listening). Then, give them some words to listen for (oha, family words) (bottom-up listening).

Cloze activities for Chorus (a chance to write down some Japanese words – written in hiragana, and romaji).

Play chorus a few times, invite them to join in with the singing when they are ready.

**Ending the class – parting greetings**

* Remember how there were different ways of saying good morning/ohayou etc.
* How do we say ‘goodbye’ at the end of the class?
* Reflect on words used in Japanese and children’s home languages.
* さよなら。(goodbye, more formal), また、あしたね。(see you again – casual)
* Video clip of different greetings – song with the greetings.

**Teacher reflection**

My first consideration for this program was adopting an intercultural orientation. For this reason, I chose to take two terms for the learning in order to build in time and space into the program to draw connections between the learners’ own lives and the learning. I also allotted a considerable amount of time for responding to the key questions using reflective journals so that learners could develop a deep intercultural understanding and develop “a personal perspective on what is being learnt, rather than passively assimilating information”. I chose these journals as one means of providing ongoing feedback and to gain a better understanding of my learner’s needs so that I could adjust the program accordingly.

I chose to use a programming format from the *Intercultural language teaching and learning in practice* (ILTLP) program format because of the intercultural focus and because it allowed for beginning with a concept. I also wanted to be mindful of how I could “maximise learning opportunities”, so I noted these as reminders to myself.

In terms of what texts I chose, I wanted to have as many as possible which were authentic and so I chose the ‘Shing mama no oha rock’. I was also mindful of working within the learners’ Zones of Proximal Development (ZPD) so I chose this as input richer than what they currently understood. I also tried to give students choices so that they would feel more motivated.

The AC:L has the strengths of providing a strong intercultural orientation, and a comprehensive teaching and learning support through the strands, substrands, elaborations and content descriptions. The *Communicating* and *Understanding* strands mapped well onto each other and I liked how the processes of *noticing, reflecting,* and *comparing* were continually being reinforced. As a teacher, the AC:L gave me the freedom to choose what to focus on, how I would teach and which resources I would choose. This freedom allows me to choose materials and teach in a way that is sensitive to my particular learners’ context.

**APPENDIX 1: SCOPE AND SEQUENCE FOR SEMESTER 1 (TERMS 1 & 2)**

Please refer to Japanese Curriculum Validation Version (ACARA, 2014) for content descriptions and eleborations (<http://www.acara.edu.au/verve/_resources/20141015_Languages_-_Japanese_-_Validation_for_public_viewing_September_2014.pdf>)

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| **Semester 1 (Terms 1 & 2)** Learning about who we and others are | | |
| Communicating | Understanding | Assessment |
| **Unit 1: How do I tell people about myself? Who am I? How do I talk to others?** | | |
| ***Socialising***  *Interact with teachers and peers to exchange information about self, family, friends and favourite things, likes and dislikes, and to express praise, support and respect for others*  *[Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing]*   * learning how to greet others at different times of the day using appropriate gestures and forms of address, for example, せんせい、おはようございます,さようなら, おはよう, じゃあね (F-2) * using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with teachers and peers, for example, Smithせんせい、ありがとうございますTomくん、ありがとうAlisaさん、おめでとう. (F-2) * introducing self-using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、nameです。9さいです。おんがくがすきです。どうぞよろしく。 \_( Years 3-4)   ***Reflecting***  *Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations*  *[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]*   * noticing differences between Japanese and Australian language used in certain social situations, for example, いただきます, ごちそうさまでしたbefore and after meals, or leaving or returning home ただいま, おかえりなさい, including forms of address and the use of body language, intonation and expression (Band 2- Years 3-4) | ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them [Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) * learning to talk about culture and language by responding to prompt questions such as ‘What do you notice?’ ‘Why do you think that…?’, ‘How is this similar/different?’   ***Language variation and change***  *Understand that language varies according to the age and relationship of those using it, and to the situation in which it is being used. [Key concepts: register, context, variation; Key processes: observing, recognising, reflecting]*   * noticing differences in the ways that both Japanese and English speakers communicate with different people, for example with young children, with unfamiliar adults or with elderly people (Years 3-4) * reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour (Years 3-4) | Notice how students interact with each other and teacher in Japanese and provide feedback.Give class opportunities to talk and reflect and give feedback to each other, in small groups, and in pairs.Give learners opportunities to write in a reflective journal, or thinking wall and provide opportunities for self, peer and teacher feedback.Give learners opportunities to act out how they greet each other in their language, and in Japanese.Ask learners the key questions to show intercultural learning.Provide opportunities for students to engage in dialogues, making written and spoken responses. |
| **Unit 2： How do I show that I belong? Talking about family** | | |
| * ***Socialising***   *Interact with teachers and peers to exchange information about self, family, friends and favourite things, likes and dislikes, and to express praise, support and respect for others*   * *[Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing]* * exchanging information and building vocabulary about self, friends or family, using simple statements such asかぞく \_は \_６人 \_です。おとうさん \_と \_おかあさん \_と \_おねえさん \_と \_ぼく \_と \_いもうと \_と \_あかちゃんです。いもうと \_は \_５さい \_です。おかあさん \_は \_やさしい \_です。 * asking and answering factual questions relating to concepts such as time, place or number, using formulaic structures and familiar expressions, for example, かぞく \_は \_なんにん \_ですか。３人です。 \_いつ \_です \_か。五月（ごがつ）です。 \_なんじですか。三じです。どこ \_ですか。   ***Reflecting***    *Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations*   * *[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]*   *Noticing how ways of talking and behaving reflect identity and relationships*  *[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing]*   * talking with each other about their family cultures, creating visual representations of their families, friendship groups and communities and listing key terms and expressions associated with each group * noticing and comparing their own and each other’s ways of communicating, identifying any elements that reflect cultural differences or influences of other languages | ***Systems of language***  *Understand and identify elements of basic grammar and sentence structure and interaction patterns*   * *[Key concepts: verb conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning]*   ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) * learning to talk about culture and language by responding to prompt questions such as ‘What do you notice?’ ‘Why do you think that…?’, ‘How is this similar/different?’ |  |
| **Unit 3： Belonging to this class. How do we communicate in Japanese in our class?** | | |
| ***Socialising***  *Participate in guided tasks involving following instructions and co-operating with peers, such as sports and craft activities*  *[Key concepts: collaboration, participation, task, performance; Key processes: following instructions, rehearsing, performing, presenting]*  *Follow teacher instructions and directions by responding to questions and requests, and use simple statements and questions to ask permission and to show interest and appreciation*   * *[Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing]* * participating in guided tasks involving instructions and peer co-operation, such as group/pair language activities, games and sports, for example, せんせいsays, ふくわらい,じゃんけんぽん, (*What’s the time Mr Wolf?)* * participating in class routines, such as taking the roll (はい、います/いいえ、いません), naming the months and days of the week and describing the weather, きょうは月よう日です。はれです。\_   ***Reflecting***  *Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations*   * *[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]* * noticing how respect is shown to teachers and classmates through practices such as apologising for ‘interrupting’ when entering a room, (しつれいします,。おくれてすみません。), expressing humility by not going first or putting the self forward (どうぞ), or not usingさんfor self | ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) * learning to talk about culture and language by responding to prompt questions such as ‘What do you notice?’ ‘Why do you think that…?’, ‘How is this similar/different?’ |  |
| **Unit 4 What is our class going to be like? Using Japanese to praise each other.** | | |
| ***Socialising***  *Follow teacher instructions and directions by responding to questions and requests, and use simple statements and questions to ask permission and to show interest and appreciation*  *[Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing]*   * exchanging information and building vocabulary about self, friends or family, using simple statements such asかぞく \_は \_６人 \_です。おとうさん \_と \_おかあさん \_と \_おねえさん \_と \_ぼく \_と \_いもうと \_と \_あかちゃんです。いもうと \_は \_５さい \_です。おかあさん \_は \_やさしい \_です。 \_ * asking and answering factual questions relating to concepts such as time, place or number, using formulaic structures and familiar expressions, for example, かぞく \_は \_なんにん \_ですか。３人です。 \_いつ \_です \_か。五月（ごがつ）です。 \_なんじですか。三じです。どこ \_ですか。 \_ * showing interest in and respect for others, such as by expressing praise or encouragement, using formulaic expressions, for example だいじょうぶ? たいへん？ \_むずかしい？ \_すごい（です）ね。やさしいね。おもしろいね。じょうずですね。かっこいいね。たのしかった? * talking about activities and shared experiences, for example, Placeに \_いきました。Food を \_たべました。Drink を \_のみます。Activity/sportsを \_しましょう/しました。おいしかった \_です。 \_   ***Reflecting***  *Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations*   * *[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]* * noticing how respect is shown to teachers and classmates through practices such as apologising for ‘interrupting’ when entering a room, (しつれいします,。おくれてすみません。), expressing humility by not going first or putting the self forward (どうぞ), or not usingさんfor self | ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) * exploring additional elements of ‘culture’, such as what is valued in different communities, or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values for example, いってきます, いってらっしゃい, きをつけて \_ * noticing how politeness and respect are conveyed in Japanese language and behaviour, for example how body language and gestures can replace language (bowing as an apology or a request to be excused) * learning to talk about culture and language by responding to prompt questions such as ‘What do you notice?’ ‘Why do you think that…?’, ‘How is this similar/different?’ |  |
| **Unit 5 Describing our friends and family. How do we talk about what we like?** | | |
| ***Informing***  *Present factual information relating to familiar home, community and cultural contexts, using graphic support such as photos, tables, lists and charts*  *[Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating]*   * describing family members and friends, identifying relationships such as\_お母さん, using simple descriptive, modelled language and supporting resources, for example, これは、わたしのお父さんです。Kenです。お父さんはやきゅうがすきです。お父さんは、やさしいです。) | ***Systems of language***  *Understand that hiragana symbols can be connected to represent words*  *[Key concepts: consonant, vowel, kana, foot, mora, rhythm, pronunciation,; Key processes: recognising, differentiating, demonstrating]*  *Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji*  *[Key concepts: character, kana and kanji, stroke order, font; Key*  ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) *processes: recognising, tracing, reading, writing]* |  |
| **Unit 6: Talking about ourselves, belonging, group membership** | | |
| ***Creating***  *Participate in interactive stories and performances, acting out responses and making simple statements to identify and compare favourite characters and elements*  *[Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting]*   * collecting favourite exclamations, words or expressions used in different imaginative and expressive texts, such as, へえー, うそー, あれ？, うーん, どうしよう, こまった, できた, やったあ, おめでとう, がんばって, すごい, いいよ, だめ, and using them in their own communicative exchanges * drawing their own versions of characters encountered in imaginative texts, selecting simple descriptive modelled statements as captions to their pictures.   ***Informing***  *Present factual information relating to familiar home, community and cultural contexts, using graphic support such as photos, tables, lists and charts*  *[Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating]*   * describing family members and friends, identifying relationships such as\_お母さん, using simple descriptive, modelled language and supporting resources, for example, これは、わたしのお父さんです。Kenです。お父さんはやきゅうがすきです。お父さんは、やさしいです。)) * creating a display such as a chart, diorama, mini book or digital presentation to showcase elements of their Japanese language learning, such asぼく/わたしのふでばこ、ぼく/わたしのかばん \_ * labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time (for example, waking in the morning, with a clock displaying 七じ \_and the words おはようございます)   ***Reflecting***  *Noticing how ways of talking and behaving reflect identity and relationships*  *[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing .*   * creating posters, charts or photo albums providing information about self, including group memberships (for example, わたしのかぞく、やきゅうチーム), * using captions to describe feelings and relationships, for example, いもうとがだいすきです、がんばります | ***Systems of language***  *Understand that hiragana symbols can be connected to represent words*  *[Key concepts: consonant, vowel, kana, foot, mora, rhythm, pronunciation,; Key processes: recognising, differentiating, demonstrating]*  *Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji*  *[Key concepts: character, kana and kanji, stroke order, font; Key*  ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) *processes: recognising, tracing, reading, writing]* *processes: recognising, tracing, reading, writing]* |  |
| **Unit 7: What do we do as groups?** | | |
| * ***Informing***   *Present factual information relating to familiar home, community and cultural contexts, using graphic support such as photos, tables, lists and charts*   * *[Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating]* * exploring the cultural diversity of the class, for example, through displays or performances which feature different backgrounds, traditional costumes, favourite possessions, and songs and poems in d   ***Reflecting***  *Noticing how ways of talking and behaving reflect identity and relationships*   * *[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing] ifferent languages, including Japanese* * talking with each other about their family cultures, creating visual representations of their families, friendship groups and communities and listing key terms and expressions associated with each group * noticing and comparing their own and each other’s ways of communicating, identifying any elements that reflect cultural differences or influences of other languages   *Notice what is similar/different to own language and culture when interacting in Japanese in different contexts and situations*  *[Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting]*   * noticing differences between Japanese and Australian language used in certain social situations, for example, いただきます, ごちそうさまでしたbefore and after meals, or leaving or returning home ただいま, おかえりなさい, including forms of address and the use of body language, intonation and expression * considering how some aspects of Australian ways of communicating such as greetings, responding to thanks or using direct eye contact may be interpreted by people from a Japanese cultural background | ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]*   * understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the importance of respect for older people is reflected in terms of address in Japanese) *processes: recognising, tracing, reading, writing]* *processes: recognising, tracing, reading,* * exploring additional elements of ‘culture’, such as what is valued in different communities, or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values for example, いってきます, いってらっしゃい, きをつけて * identifying terms, expressions and ways of communicating associated with Australian contexts that might need explaining to Japanese children (for example, using first names when addressing adults, colloquial expressions such as ‘no worries’ or ‘footy’, language associated with Indigenous cultures such as Dreaming) |  |
| **Unit 8: What do we do together as family/groups at meal times?** | | |
| ***Informing/Creating (from previous version of curriculum)***  *Participate in guided tasks with real outcomes (such as origami, calligraphy, cooking, craft and maths), following simple instructions, using modelled structures to describe steps and materials.*   * making a Japanese dish such as おにぎり using relevant language features such as imperative verb forms and appropriate vocabulary, for example, おこめをあらって、みずをいれて | ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]* |  |
| **Unit 9: Telling others about what we’ve learned** | | |
| * Demonstrating for others what they know and can do in Japanese, such as through performance and presentation at school assembly or in front of the class, for example, skits, songs and role-plays * Talking to others about what we have learned. * practicing ‘Oha rock song’ for assembly * School Assembly – the “Oha rock song” | ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]* |  |
| * **Unit 10: Reflecting on learning – Learning Journeys** * Invitation to family to come and share learning Journey (Portfolios and doing together) | | |
| * Reflecting on learning for the term and sharing this with our families   ***Reflecting***  *Noticing how ways of talking and behaving reflect identity and relationships*   * *[Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing]* * noticing and comparing their own and each other’s ways of communicating, identifying any elements that reflect cultural differences or influences of other language | ***Language variation and change***  *Understand that language varies according to the age and relationship of those using it, and to the situation in which it is being used.*   * *[Key concepts: register, context, variation; Key processes: observing, recognising, reflecting]* ***Role of language and culture***   ***Role of language and culture***  *Understand that the ways people use language reflect where and how they live and what is important to them*  *[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]* |  |