

	Autumn	Spring	Summer
Year 3	<ul style="list-style-type: none"> <li>• <b>Greeting</b> -Konnichiwa. (Hello.) -Genki desu ka? (How are you?) -Hai, genki desu. (I am well.) -Sayonara. (Good-bye.) -Hajimemashō. (Let's start.) -Owarimashō. (Let's finish.)</li> <li>• <b>Introducing myself</b> -&lt;Name&gt; desu. (I am &lt;name&gt;.) -Yoroshiku. (Nice to meet you.)</li> <li>• <b>Learning what Japanese writing is like</b> -Understanding Japanese writing consists of Hiragana, Katakana and Kanji.</li> <li>• <b>Learning how to read Japanese with Romaji, the Latin script</b> -Understanding how to read Romaji.</li> <li>• <b>Following classroom instructions</b> -Tatte. (Stand up.) -Suwatte. (Sit down) -Mite. (Look.) -Kiite. (Listen.)</li> <li>• <b>Parts of the body</b> -Atama (head), Kata (shoulders), Hiza (knees), Me (eyes), Mimi (ears), Hana (nose), Kuchi (mouth) *Singing a song</li> <li>• <b>Numbers 0-10</b> *Singing a song</li> </ul> <p>☆ Pupils use some Japanese body languages and sign languages during the lesson.</p>	<ul style="list-style-type: none"> <li>• <b>Jūnishi, the 12 zodiac signs</b> -Understanding Japan and China share many cultural roots and traditions. *Watching a video</li> <li>• <b>Animals and my pet animals</b> <b>Jūnishi animals:</b> -Nezumi (rat), Ushi (ox), Tora (tiger), Usagi (rabbit), Ryū (dragon), Hebi (snake), Uma (horse), Hitsuji (sheep), Saru (monkey), Tori (bird), Inu (dog), Inoshishi (wild boar), <b>Pet animals:</b> -Nezumi (rat), Usagi (rabbit), Hebi (snake), Tori (bird), Inu (dog), Neko (cat)</li> <li>• <b>Weather</b> -Tenki wa? (How is the weather?) -Hare desu. (It is sunny.) -Kumori desu. (It is cloudy.) -Ame desu. (It is raining.) -Taifū desu. (It is typhoon.) -Yuki desu. (It is snowing.)</li> <li>• <b>My family</b> -Watashi no (my) -Otōsan (Father), Okāsan (Mother), Onīsan (Elder brother), Onēsan (Elder brother), Otōto (Younger brother) Imōto (Younger sister)</li> </ul> <p>☆ Pupils use some phrases to encourage each other during the lesson.</p> <p>-Sugoi! (Great!) -Subarashī! (Excellent!)</p>	<ul style="list-style-type: none"> <li>• <b>Food and drinks</b> -Learning food and drinks familiar to pupils in Japanese</li> <li>• <b>I like it. I don't like it.</b> -&lt;Something&gt; ga suki desu. (I like it.) -&lt;Something&gt; ga suki ja arimasen. (I don't like it.)</li> </ul> <p><b>Particle:</b> -ga (the subject marker) -ka (the question marker)</p> <ul style="list-style-type: none"> <li>• <b>Do you like it?</b> -&lt;Something&gt; ga suki desu ka? (Do you like it?) -Hai, suki desu. (Yes, I like it.) -Īe, suki ja arimasen. (No, I don't like it.)</li> <li>• <b>Learning about Tanabata, the Star Festival</b> -Experiencing a popular Japanese festival in the classroom. *Singing a song.</li> </ul> <p>☆ The following phrases are used for communicative activities and games throughout the year.</p> <p>-Nan desu ka? (What is it?) -Omedetō. (Congratulation.)</p> <p>☆ The following phrases will be added as responses to "Genki desu ka?" gradually.</p> <p>-Hai, māmā desu. (I am OK.) -Īe, genki arimasen. (I am not well.) -Hai, saikō desu. (I feel super!) -Okagesamade. (Thank God, I am well.)</p>

	Autumn	Spring	Summer
Year 4	<ul style="list-style-type: none"> <li>• <b>Sports, exercise and PE lesson</b> -Autumn is the season for sports in Japan. Pupils try some Japanese style exercises. *Radio exercise</li> <li>• <b>I can do it. I can't do it.</b> -&lt;Something&gt; ga dekimasu. (I can do it.) -&lt;Something&gt; ga dekimasen. (I can't do it.)</li> <li>• <b>Can you do it?</b> -&lt;Something&gt; ga dekimasu ka? (Can you do it?) -Hai, dekimasu. (Yes, I can.) -Īe, dekimasen. (No, I can't.)</li> <li>• <b>Numbers 11-20</b></li> <li>• <b>Japan in the world map</b> -Learning where Japan is in the world map and basic information about the country.</li> <li>• <b>Names of capital cities in Japanese</b> -Learning several capital cities for the activity of "Nanji desu ka? (What time is it?)"</li> <li>• <b>What time is it? (O'clock)</b> -Nan ji desu ka?(What time is it?) -&lt;City&gt; wa nan ji desu ka? (What time is it in &lt;City&gt;?) -&lt;Number&gt;ji desu. (It is &lt;Number&gt; O'clock.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A traditional game for New Year's Day</b> -Learning what the Japanese New Year's celebration is like.</li> <li>• <b>Right, left, up and down</b> -Migi (right), Hidari (left), Ue (up), Shita (down) *With a game for New Year's Day</li> <li>• <b>What time is it? (O'clock and half-past)</b> -&lt;number&gt;ji han desu. (It is &lt;Number&gt;:30.)</li> <li>• <b>Basic verbs and verb's conjugation</b> <b>Affirmative:</b> -Okimasu. (I get up.) -Nemasu. (I go to bed.) *Learning the above with time expressions.  -Tabemasu. (I eat.) -Nomimasu. (I drink.) *Learning the above with food and drinks.  <b>Negative:</b> -Okimasen. (I don't get up.) -Nemasen. (I don't go to bed.) -Tabemasen. (I don't eat.) -Nomimasen. (I don't drink.)  <b>Question:</b> -Okimasu ka? (Do you get up?) -Nemasu ka? (Do you go to bed?) -Tabemasu ka? (I don't eat.) -Nomimasu ka? (I don't drink.)  <b>Particle:</b> -ni (the time marker) -wo (the direct object marker)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Days of the week</b> -Nichiyōbi (Sunday), Getsuyōbi (Monday), Kayōbi (Tuesday), Suiyōbi (Wednesday), Mokuyōbi (Thursday), Kinyōbi (Friday), Doyōbi (Saturday)</li> <li>• <b>Verbs for my spare time</b> <b>Verbs:</b> -Mimasu. (I watch it.) -Yomimasu. (I read it.) -Kikimasu. (I listen to it.) -Shimasu. (I do it. / I play it.)  <b>Nouns to be used as objects for the above verbs:</b> -(For Mimasu) Terebi (TV), Eiga (film) -(For Yomimasu) Hon (book), Shinbun (newspaper) -(For Kikimasu) Ongaku (music), Rajio (radio) -(For Shimasu) Sakkā(football), Gēmu(game) *The range of the above nouns can be amended according to pupils' interests. *Practising with learnt time expressions, including days of the week.</li> <li>• <b>Learning about Children's Day in Japan</b> -Learning how Japanese people celebrate children's lives their growth. -Understanding cultural connection between Japan and China. -Experiencing a popular Japanese tradition in the classroom.</li> </ul>

	Autumn	Spring	Summer
Year 5	<ul style="list-style-type: none"> <li>• <b>Colours</b> -Aka (red), Ao (blue), Midori (green), Kīro (yellow), Pinku (pink), Murasaki (purple), Chairō (brown), Orenji (orange)</li> <li>• <b>Fruits and vegetables</b> -Ringo (apple), Nashi (pear), Kuri (chestnut), Budō (grape), Sumomo (plum), Kinoko (mushroom), Ninjin (carrot), Kabocha (pumpkin), Jagaimo (potato), Tamanegi (onion)</li> <li>• <b>Adjectives for describing fruits and vegetables</b> <b>Taste:</b> -Oishī (tasty), Mazui (tastes bad), Amai (sweet), Nigai (bitter), Suppai (sour), Karai (hot) <b>Size:</b> -ōkī (large), Chīsai (small), Omoi (heavy), Karui (light) <b>*Adverbs used with the above</b> -Totemo (very), Chotto (a little)</li> <li>• <b>Numbers 21-100</b></li> <li>• <b>How much is it?</b> -Ikura desu ka? (How much is it?) -&lt;Price&gt; en desu. (It is &lt;Price&gt; yen.) *Using the Japanese currency.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The New Year's grand Sumo tournament</b> -Learning about Japan's national sport. -Enjoying a traditional origami sumo game.</li> <li>• <b>What is in your school bag?</b> -&lt;Something&gt; ga arimasu. (There is &lt;Something&gt;.) -&lt;Something&gt; ga arimasu ka? (Is there &lt;Something&gt;?) -Hai, arimasu. (Yes, there is.) -Īe, arimasen. (No, there is not.)</li> </ul> <p><b>Particle:</b> -ga (the subject marker)</p> <ul style="list-style-type: none"> <li>• <b>Stationary</b> -Fudebako (pencil case), Enpitsu (pencil), Jōgi (ruler), Shāpen (propelling pencil), Keshigomu (rubber), Nōto (notebook), Konpasu (compass), Bundoki (protractor), Nori (glue), Hasami (scissors)</li> <li>• <b>Adjectives for describing stationary</b> -Kawaiī (cute), Kakkoī (cool), Omoshiroi (interesting) *Practising with the learnt adjectives. *Learning some popular onomatopoeias: Fuwa (fluffy), Kira (sparkling), Puni (squishy).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What animals are in the zoo?</b> -&lt;Animal&gt; ga imasu. (There is &lt;Animal&gt;.) -&lt;Animal&gt; ga imasu ka? (Is there &lt;Animal&gt;?) -Hai, imasu. (Yes, there is.) -Īe, imasen. (No, there is not.)</li> </ul> <p><b>Note:</b> *For the expression "There is...": -"Arimasu" for the inanimate including plants -"Imasu" for the animate including robots</p> <p><b>Zoo and Animals:</b> -Dōbutsuen (zoo), Zō (elephant), Kirin (giraffe), Sai (rhinoceros), Tora (tiger), Kaba (hippopotamus), Kuma (bear), Rakuda (camel), Wani (crocodile), Saru (monkey), Shika (deer)</p> <ul style="list-style-type: none"> <li>• <b>Adjectives for describing zoo animals</b> -Tsuyoi (powerful), Otonashī (quiet), Yasashī (gentle), kashikoi (intelligent) *Practising with the learnt adjectives.</li> <li>• <b>My favourite zoo animal</b></li> <li>• <b>What my favourite zoo animal does</b> -Describing with their learnt verbs, adjectives and phrases including the time expression.</li> </ul> <p><b>Conjunction:</b> -demo (the contrast maker) Ex: Otonashī desu. (It is quiet.) Demo Tsuyoi desu. (But it is powerful.)</p>

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Year 6	<ul style="list-style-type: none"> <li>• <b>Japanese Manga and Anime</b> -Exploring the world of Japanese Manga and Anime. -Leaning how Manga and Anime are utilised in Japan. -Creating a manga character and describing it with their learnt expressions. -Learning some informal speeches and onomatopoeias from Manga and Anime.</li> </ul> <p><b>Onomatopoeias:</b> -Doki (sound of heartbeat, excited, scared, nervous), Waku (excited), Gān (shocked), Uru (tearful), Pun (angry), Niko (smiling), Buru (shaking)</p> <p><b>Informal speeches:</b> -Genki? (How are you?) -Un. (Yes.) -ūn (No.)</p> <ul style="list-style-type: none"> <li>• <b>What's on the cinema?</b> <b>Particle:</b> -wa (the topic maker) -kara (the starting point marker) -made (the ending point marker) EX: &lt;Film&gt; wa 3jihan kara 5ji made desu. (&lt;Film&gt; is on from 3:30 until 5:00.)</li> <li>• <b>Numbers 101-1000</b></li> <li>• <b>Telephone number</b> Ex: 03-5211-1100 *Hyphens are read 'no'.</li> <li>• <b>Telephone conversation</b> -Moshi ("Hello." on the phone) *Planning to go to the cinema on the phone. *Using informal speech.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>School subjects</b> -Eigo (English), Sansū (Math), Rika (Science), Shakai (Social Study), Dōtoku (Moral Education), Zukō (Art &amp; Craft), Taiku (PE), Ongaku (Music), Kateika (Home Economics), Nihongo (Japanese)</li> <li>• <b>My school day</b> -&lt;Subject / Activity&gt; ga tokui desu. (I am good at &lt;Subject / Activity&gt;.) -&lt;Subject / Activity&gt; ga nigate desu. (I am not good at &lt;Subject / Activity&gt;.)</li> <li>• <b>Names of countries</b> -Nihon (Japan), Igirisu (the UK), Doitsu (Germany), Furansu (France), Chūgoku (China), Kankoku (South Korea), Buraziru (Brazil), Tai (Thailand), Amerika (the USA), Ōsutoraria (Australia), Kanada (Canada)</li> <li>• <b>Names of languages</b> -Nihongo (Japanese), Eigo (English), Doitsugo (German), Furansugo (French), Chūgokugo (Chinese), Kankokugo (Korean), Porutogarugo (Portuguese), Taigo (Thai)</li> <li>• <b>I would like to do it.</b> -&lt;Country&gt; ni Ikitai desu. (I'd like to go to &lt;Country&gt;.) -Tabetai desu. (I'd like to eat it.) -Mitai desu. (I'd like to see it.) -Hanashitai desu. (I'd like to speak it.) -Shitai desu. (I'd like to do it.)</li> </ul> <p><b>Particle:</b> -ni (the destination marker)</p>	<ul style="list-style-type: none"> <li>• <b>Haiku</b> -Based on <i>Haiku Scheme of Work</i> from The Japan Society, pupils are introduced to the world of Haiku. -Learning how to create Haiku in English.</li> <li>• <b>Presentation of what we have learnt in Japanese lessons</b> -Expressing memories of their school lives in Haiku. -Creating with Japanese art such as origami, Japanese calligraphy and Manga.</li> </ul>

