

Lesson Plan Summary

| Lesson | Topics covered | Structures | Objectives Children will: | KS2 National Curriculum Links |
|--------|--|---|---|---|
| 1 | <ul style="list-style-type: none"> numbers greetings myself | <ul style="list-style-type: none"> 1-10 ohayo gozaimasu, konnichiwa, sayonara o-namae wa, watashi/boku wa...desu | <ul style="list-style-type: none"> be taught correct pronunciation and intonation from a native speaker be taught techniques for memorising words, phrases and short extracts by methods such as word association (ichi = itchy, ni = knee) learn how to use Japanese for real purposes through a self introduction role play count on in steps of constant size in Japanese | MFL: 1c MFL: 1e MFL: 3g Ma2: 2a |
| 2 | <ul style="list-style-type: none"> numbers family | <ul style="list-style-type: none"> 1-100 otosan, okasan, onisan, onesan, ototo, imoto nan sai desu ka/ watashi wa...sai desu | <ul style="list-style-type: none"> learn how to use and respond to simple Japanese phrases be taught correct pronunciation and intonation from a native speaker be taught how to communicate in pairs using Japanese count on and back in tens from 0-100 in Japanese and recognise the structure of the Japanese number system recall addition and subtraction facts for each number up to 20 (in Japanese) double and halve any 2-digit number in Japanese multiply the costs of Japanese items together to get a total price | MFL: 1a MFL: 1c MFL: 3e Ma2: 2a Ma2: 3d Ma2: 3g Ma2: 3h |
| 3 | <ul style="list-style-type: none"> revision currency buying | <ul style="list-style-type: none"> 1-10,000 all structures so far sumimasen ikura desu ka ...wa...en/ pondo desu arigato gozaimasu | <ul style="list-style-type: none"> learn how to use and respond to simple Japanese phrases consider their own culture and compare it with Japan taught about the interrelationship of sounds and writing, linking katakana sounds to write their own names and read others be taught how to communicate in pairs using Japanese learn how to use Japanese for real purposes (buying goods) count on and back in tens from 0-10,000 in Japanese and recognise the structure of the Japanese number system recall addition and subtraction facts for each number up to and beyond 100 (in Japanese) double and halve any 2-digit number in Japanese multiply the costs of Japanese items together to get a total price | MFL: 1a MFL: 2b MFL: 3a MFL: 3e MFL: 3g Ma2: 2a Ma2: 3d Ma2: 3g Ma2: 3h |
| 4 | <ul style="list-style-type: none"> kanji weather (teru teru bozu) | <ul style="list-style-type: none"> looking at the writing system kanji writing practice ame hare yuki kumori ki, hayashi, mori denwa, hikoki hi, yama, kawa, inu | <ul style="list-style-type: none"> relate the kanji characters to the world around them consider their own culture and compare it to Japan when thinking about the origins of Japanese and English writing systems understand the interrelationship of sounds and writing – learning how kanji were formed and some basic meanings identify and describe what Japan is like in terms of weather use a variety of methods and approaches to communicate their own ideas and feelings in the creation of their own personal kanji character investigate teru teru bozu and the materials used to create them | MFL: 1e MFL: 2b MFL: 3a Geog: 3a Art: 2c Art: 4b |
| 5 | <ul style="list-style-type: none"> age sports | <ul style="list-style-type: none"> review age tenisu, ragubi, sakka, chesu, gorufu, bare, suiei, joba, tsuri, judo, karate o shimasu nani o shimasu ka kachi, make (days of the week) | <ul style="list-style-type: none"> listen carefully to discriminate sounds and identify meaning – recognising the names of sport within a sentence learn how to ask and answer questions in Japanese learn how to use Japanese for real purposes – using set phrases to help with a game use skills and tactics and apply basic principles suitable for attacking and defending play and work together as a team to keep the game of 'tamaire' going | MFL: 1b MFL: 1d MFL: 3g PE: 7b PE: 7c |

| | | | | |
|---------------------|--|--|---|---|
| 6 | <ul style="list-style-type: none"> revision: (myself/ my family) Momotaro story | <ul style="list-style-type: none"> otosan desu. Ootosan wa John desu. Ootosan wa tenisu o shimasu animals: inu, kiji, saru – onomatopoeia: wan wan, ken ken, kya kya | <ul style="list-style-type: none"> learn and review the correct pronunciation of Japanese words consider their own culture and compare it to others with regard to traditional tales use their knowledge of Japanese creatively and imaginatively to put together a simple set of sentences use dramatic techniques to explore characters and issues in Momotaro identify how character and setting are created and how plot, narrative structure and themes are developed in the Momotaro myth | MFL: 1c MFL: 2b MFL: 3f En1: 4c En2: 4c |
| 7 | <ul style="list-style-type: none"> food and drink origami a school day in Japan loan words | <ul style="list-style-type: none"> ...o tabemasu/... o nomimasu craft activity itadakimasu | <ul style="list-style-type: none"> consider their own culture and compare it to Japan with reference to food and eating habits learn how to use context and clues to interpret meaning – watching actions and making educated guesses based on what they know learn how to use the verbs 'to drink' and 'to eat' correctly recognise right angles, perpendicular and parallel lines and know that a straight line is 180°, and a full turn, 360° | MFL: 1b MFL: 1f MFL: 3b Ma3: 2a |
| 8 | <ul style="list-style-type: none"> likes and dislikes | <ul style="list-style-type: none"> suki/ suki jya nai John wa (kora) ga suki/ suki jya nai desu | <ul style="list-style-type: none"> be taught simple aspects of grammar and how to apply them (suki/ suki jya nai desu) learn how to use their knowledge of the Japanese language creatively and imaginatively to express their own opinion learn how to use Japanese for real purposes – stating likes and dislikes | MFL: 3b MFL: 3f MFL: 3g |
| 9 – winter version | <ul style="list-style-type: none"> animals new year card activity | <ul style="list-style-type: none"> kobuta, tanuki, kitsune, neko kaeru. Onomatopoeia: nyao nyao, bu bu, pon poko pon, kon kon akemashite omedetou | <ul style="list-style-type: none"> examine New Year cards and then create their own using DTP or other design software examine the British custom of card exchange and compare it to the Japanese, paying close attention to the similarities and differences investigate the interrelationship of sounds and writing – learning how to write the numbers in Japanese learn how to use a postcard template in DTP or similar and how to import images from the internet and clipart to create a New Year card investigate a range of music from different cultures (Japan) | MFL: 2a MFL: 2b MFL: 3a ICT: 2a Music: 5e |
| 9 – spring version | <ul style="list-style-type: none"> animals setsubun mask activity | <ul style="list-style-type: none"> kobuta, tanuki, kitsune, neko kaeru. Onomatopoeia: nyao nyao, bu bu, pon poko pon, kon kon setsubun, oni, mame maki | <ul style="list-style-type: none"> examine how animal sounds differ in Japanese and English investigate the Japanese festival of setsubun learn how to use their knowledge of the Japanese language creatively and imaginatively to help them sing a Japanese song investigate a range of music from different cultures (Japan) look at Japanese mask designs and then try their hand at their own setsubun mask | MFL: 2b MFL: 2c MFL: 3f Music: 5e Art: 4c |
| 10 – winter version | <ul style="list-style-type: none"> revision of all structures karuta fukuwarai | <ul style="list-style-type: none"> Children use all they have learnt to put together a simple self introduction hidari, migi, ue, shita body parts | <ul style="list-style-type: none"> consider their own culture of seasonal games and compare them to those played in Japan communicate with the class in Japanese use their knowledge of Japanese creatively and imaginatively to put together a speech | MFL: 2b MFL: 3e MFL: 3f |
| 10 – spring version | <ul style="list-style-type: none"> revision of all structures haiku poetry children's day | <ul style="list-style-type: none"> Children use all they have learnt to put together a simple self introduction hina matsuri, sakura koinobori | <ul style="list-style-type: none"> consider their own culture of seasonal games and compare them to those played in Japan communicate with the class in Japanese use their knowledge of Japanese creatively and imaginatively to put together a speech choose form and content to suit the style of haiku poetry | MFL: 2b MFL: 3e MFL: 3f En2: 1a |
| 10 – summer version | <ul style="list-style-type: none"> revision of all structures tanabata tanzaku activity | <ul style="list-style-type: none"> Children use all they have learnt to put together a simple self introduction tanabata, tanzaku | <ul style="list-style-type: none"> consider their own culture of seasonal events and festivals and compare them to those celebrated in Japan communicate with the class in Japanese use their knowledge of Japanese creatively and imaginatively to put together a speech | MFL: 2b MFL: 3e MFL: 3f |

