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| **F-2 Unit Overview – Term 4 2019 – Family & relationships (Nganggini)** | | | | | | |
|  |  | **Australian Curriculum Achievement Standards** | **Examples of activities and tasks** | **Vocabulary** | **Phonics Spelling** | **Grammar** |
|  |  | By the end of Year 2, students interact with the teaching team, Elders and community members to talk about themselves and family, using familiar modelled language and gestures. They use appropriate protocols when interacting with Elders and community speakers, such as appropriate forms of address, terms of respect and behaviour. They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions. They identify key information about Country/Place, under the guidance of Elders and community members. They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories. They identify places in the local area which have names in the language. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment. They identify markers of their own identity, such as family, school/class membership and language/s spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways people communicate and behave in different languages and cultures. Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders’ story-telling, or through song, dance and visual design. Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. They identify which stories belong to which natural features, including animals and plants. They know that different words are used to address and communicate with different people, depending on relationship and situation. They identify words in the language that have been borrowed from other languages. They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. They identify how language use reflects where and how they live and what is important to them. Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and songs. | Students engage in conversation with an Adnyamathanha adult using appropriate forms of address about their family and relationships.  Students match names and pictures of family members.  Students sing songs in language with gestures  Students read aloud the set text about family and create their own family book.  Students independently read and write short sentences (2 – 3 words) including the names of family, and attach these to pictures.  Students demonstrate knowledge of basic elements of language structures by including capital letters and punctuation in writing.  Students accurately indicate the syllables in words.  Students label community and language groups on a map and identify the community they belong to.  Students reflect orally in groups about what family means to them and how it impacts their identity. | Nganggini Ngami  Vapi  Vilhali  Yaka  Nunga  Ngai  Biapanha yakarti  Vapapa  Adnyini Nguarli  andyianggu  yanaangu  Ararru  Mathari | a , i, u  w, p, r, y, n, k, t, l, , m, g, b, v, ny, ng, ly, ty, | \*Inhawartanha Ngatyu (ngami , vapi, nunga, yaka).  \*Vanha mityi ……..  \*Ngami biapanha andyianggu.  \*(Vapi) yanaanggu nakuntyalu. |
| Main Texts for R / 2:   * Ngatyu Nganggini * Ngatyu Vilhali   Udi (Songs)   * Wanhanga Ngami Song / finger play * Traditional lullabies for the two children sung by Elders   Supplementary Texts:   * The Old Woman and the Two Children (Virlkuthuna tha yakartilypila) – told by an Elder * Ngawarla Wami | | |