The Australian
Curriculum

Subjects	Hindi
Year levels	Year 2

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Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences

[Key concepts: self, family, home, wishes; Key processes: interacting, greeting, describing]

(ACLHIC001 - Scootle ⬈)

Elaborations

greeting and farewelling each other and the teacher using appropriate expressions and body language, for example, joining both hands and bowing the head while saying नमस्ते and using terms, such as फिर मिलेंगे and गुरुजी

using appropriate greetings in different contexts, for example, अध्यापिका जी! आप कैसी हैं? नमस्ते विनोद, तुम कैसे हो?

introducing and describing themselves, their friends and family members, for example, मेरा नाम कविता है। ये मेरे पिताजी हैं। ये बहुत दयालु व्यक्ति हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। ये बहुत परिश्रमी हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है।

exchanging phrases used in everyday social interactions, such as thanking, apologising or offering congratulations, for example, धन्यवाद; शुक्रिया; माफ़ करना; बधाई हो; बहुत अच्छे! वाह! क्या बात है!

using simple statements to express likes or dislikes, preferences or feelings, for example, मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत ख़ुश हूँ।

expressing wishes for different kinds of occasions and events, for example, दिवाली की शुभ कामनाएँ; ईद मुबारक; जन्मदिन की बधाई

asking and answering questions about each other's daily routines at home and at school, for example, तुम्हेँ अपने खाली समय में क्या करना पसंद है? मैं आठ बजे सो जाता हूँ। तुम विद्यालय कैसे जाते हो?

Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning

[Key concepts: play, performance, action learning; Key processes: participating, playing, describing]

(ACLHIC002 - Scootle ⬈)

Elaborations

participating in songs, rhymes and chants, imitating and repeating sound patterns and experimenting with alliteration and rhyme, for example, मछली जल की रानी है; लकड़ी की काठी; चंदा मामा दूर के; नानी तेरी मोरनी को; रे मामा रे मामा रे

participating in traditional and contemporary games such as खो-खो, पिट्ठू, गिल्ली-डंडा, कबड्डी that involve repetitive phrases and behaviours, for example, भागो; जल्दी करो; गेंद पकड़ो; बहुत अच्छे; शाबाश!

using appropriate phrases and expressions when taking turns in games such as साँप और सीढ़ी; कैरम बोर्ड, for example, तुम्हारी बारी; अब मैं पासा फेंकता हूँ; गोटियाँ चलो।

responding to instructions by using actions such as forming groups, taking up positions or placing/removing objects in activities that involve concepts such as space, time and memory

participating in activities that involve competing and guessing, matching or choosing objects, using modelled questions and responses and phrases such as मैं जीत गया; तुम हार गए; बाहर फेंको; अब कौन ढूँढेगा; चलो दौड़ लगाते हैं; बेईमानी मत करो

swapping items or describing and classifying objects and attributes such as shapes, colours and numbers, for example, तुम्हें कौन सा रंग चाहिए? अगर तुम मुझे लाल कंचे दो तो मैं तुम्हें नीले कंचे दे दूँगा।

Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns
[Key concepts: routines, directions, interactions; Key processes: listening, responding, interacting]
(ACLHIC003 - Scootle ↗)

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Elaborations

using and responding to language that structures routines such as opening and closing of lessons, for example, नमस्ते बच्चो, बैठ जाओ; किताब खोलो; जी, ठीक है। अपने अपने आई पैड्स निकालो; पाठ ख़त्म हुआ; अब तुम सब जा सकते हो; कल मिलेंगें

participating in daily classroom interactions such as roll call, naming the months and days of the week and describing the weather, for example, परसों २० जून है; कल सोमवार है; आज बहुत सर्दी है।

following instructions in learning activities, for example, किताब में लिखो; बारी बारी पढ़ो; चार का समूह बनाओ; गोल घेरा बनाओ और बैठ जाओ; बैग ज़मीन पर रखो; कृपया खड़े हो जाओ

using appropriate language to apologise or make excuses, for example, माफ़ कीजिए, मुझे देरी हो गई क्योंकि …, or to ask for help, for example, मुझे समझ नहीं आया, क्या आप मेरी मदद कर सकते हैं?

responding with actions, gestures or verbal responses to teacher instructions such as धीरे बोलो; ध्यान से सुनो; मेरी ओर देखो; बात मत करो; चुपचाप बैठो

Informing

Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks
[Key concepts: information, meaning, context, text; Key processes: making meaning, predicting, identifying]
(ACLHIC004 - Scootle ↗)

Elaborations

listening for specific information in stories, rhymes or songs, such as लाला जी ने केला खाया; एक कौआ प्यासा था; चूहा और शेर, using intonation, gestures and facial expressions to help understanding

recognising simple written words in familiar contexts, such as labels, captions and story titles

participating in shared readings of Big Book stories about familiar events or contexts, for example, पंचतन्त्र की कहानियाँ, using pictures, punctuation, intonation and contextual clues to predict meaning, and recording words associated with main characters and events

identifying key points in simple spoken, written or digital texts by miming, drawing, onscreen pointing, clicking or dragging

Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment
[Key concepts: self, interests, environment; Key processes: naming, labelling, describing, presenting]
(ACLHIC005 - Scootle ↗)

Elaborations

labelling or naming classroom items, resources and personal possessions, for example, मेज़, कुर्सी, कम्प्यूटर, पेंसिल, बस्ता

contributing to a class photo story by creating and reading captions to their own photos, for example, मैं ख़ुश/उदास हूँ।, or by presenting points of personal information, मुझे चॉक्लेट पसंद है। मेरे पास एक काली बिल्ली है। मैं एक अच्छी क्रिकेट खिलाड़ी हूँ

using simple sentence structures, familiar vocabulary and supporting gestures to talk about themselves and their immediate environment, for example, मेरे पास एक लाल गाड़ी है। मैं प्रार्थना करने मंदिर / मस्जिद / गुरुद्वारे / गिरिजाघर जाता हूँ।

representing aspects of their daily routines by writing captions to drawings/pictures or attaching word bubbles, such as स्कूल जाना, दोपहर का खाना, पार्क में खेलना।

participating in 'Show and Tell' by presenting and commenting on items of personal interest, for example, मेरा पालतू जानवर; मेरा मनपसंद खिलौना

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Creating

Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action

[Key concepts: rhythm, expression, character, response; Key processes: singing, responding, drawing, evaluating; Key text types: stories, songs, poems, rhymes]

(ACLHIC006 - Scootle ↗)

Elaborations

participating in songs, rhymes, lullabies, and poems, for example, लल्ला लल्ला लोरी, दूध की कटोरी, चंदा है तू मेरा सूरज है तू, हम होंगे कामयाब, राष्ट्रीय गान, using facial expressions and gestures to convey meaning

listening to and viewing Hindi versions of familiar English-language stories, such as खट्टे अंगूर, लालची बिल्लियाँ, गांधी जी के तीन बन्दर, comparing words and expressions in each language at key points of the story

responding to stories, rhymes, puppet shows and songs, such as कछुआ और खरगोश; चंदा मामा दूर के, गाँधी जी के तीन बंदर through drawing or painting, facial expression or movement

comparing their responses to favourite characters or events in stories, rhymes or songs by making simple evaluative statements, such as मुझे 'चालाक बन्दर' कहानी में बन्दर पसंद है क्योंकि उसने बिल्लियों को चालाकी से मूर्ख बना दिया

responding to rhythmic features by using movement, facial expressions and gestures to convey meaning, for example, by learning and performing the Indian and Australian national anthems जन गण मन

Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression

[Key concepts: performance, rhythm, expression; Key processes: performing, imagining, creating, presenting; Key text types: songs, plays, mime, puppet shows, drawings, poems]

(ACLHIC007 - Scootle ↗)

Elaborations

performing songs, rhymes, and action stories, for example, आलू-कचालू, पानी बरसा छम छम छम, हाथी राजा कहाँ चले, using non-verbal expression such as clapping, head gestures and facial expressions to convey meaning and express emotion

creating own poems, puppet shows or rhymes by adapting favourite stories to perform at a school or community event, for example, 'चुन्नू - मुन्नू थे दो भाई; लोक-कथाएँ

creating and presenting own Big Books, story boards or digital texts based on selected characters or elements of favourite texts

re-creating stories, rhymes and poems through mime, dance or captioned drawings

experimenting with devices such as alliteration, word play or repetition to add to the enjoyment of songs, stories and poems

Translating

Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages

[Key concepts: language, meaning, translation; Key processes: noticing, comparing, translating, explaining]

(ACLHIC008 - Scootle ↗)

Elaborations

recognising that every language has its own words, sounds and gestures that it uses to make meaning

translating and explaining the meaning of Hindi words and expressions often used by children of their age, for example, अच्छा!, comparing with expressions they use in similar situations in English

translating simple classroom texts, such as captions, signs, word lists, charts

demonstrating body language, gestures or facial expressions that they use with families and friends when speaking Hindi, such as moving the head in different ways to mean different things

explaining why particular forms of behaviour accompany interactions such as greetings in Hindi, for example, touching the feet of elders while saying प्रणाम to show respect, and receiving blessings

Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels

[Key concepts: bilingualism, vocabulary, translation; Key processes: creating, comparing, matching, comparing]

(ACLHIC009 - Scootle ↗)

Elaborations

creating and performing bilingual versions of nursery rhymes such as धोबी और चिड़िया; alternating verses in Hindi and English

creating a bilingual picture dictionary for classroom use, labelling items in both languages

creating sets of matching vocabulary cards in Hindi and English and playing *Matching Pairs* or

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Memory

creating captions in Hindi and English for photos or images to create simple bilingual storybooks in print or digital formats

creating a personal ID card with details in both Hindi and English, for example, नाम, कद, आँखों का रंग, जन्म तिथि: 'name', 'height', 'eye colour', 'date of birth'

Reflecting

Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours

[Key concepts: meaning, culture, difference; Key processes: noticing, comparing, reflecting, describing]

(ACLHIC010 - Scootle ↗)

Elaborations

noticing differences in ways they communicate with friends and family in Hindi and English, such as using different forms of address in Hindi for relatives on a father's or mother's side of the family, for example, बुआ जी for a father's sister and मौसी जी for a mother's sister; and using first names in English when addressing parents of their friends

noticing which language they choose to use in which contexts, and when they mix or switch between Hindi, English or other languages, for example, when playing with friends, interacting with grandparents or reciting prayers

noticing aspects of Hindi that relate to culture, such as using terms like दीदी when speaking to a woman who is older but not yet old enough to be addressed as माताजी

describing how it feels to use Hindi in the classroom compared to using it at home or in their community

developing language for talking about language and culture, for example, using terms such as 'difference', 'behaviour' and 'culture', and considering questions such as लोग ऐसा क्यों/किसलिए करते हैं?

Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school

[Key concepts: identity, self, community, culture; key processes: describing, representing, comparing, reflecting]

(ACLHIC011 - Scootle ↗)

Elaborations

sharing information about their family background, such as country or region of origin, languages and dialects spoken in the home and where extended family members live

representing their membership of family, peer or community groups through pictures or captions to photos

discussing the role of Hindi in their lives, for example, in family relationships, in special events or things they like to do

describing how it feels to use Hindi in different contexts, for example, when singing or playing games or when listening to other people using the language

considering their personal cultural identity, for example, by discussing how 'Australian' or 'Indian' they feel in different situations

Understanding

Systems of language

Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts [Key concepts: pronunciation, characters, writing; Key processes: listening, distinguishing, reciting, writing]
(ACLHIU012 - Scootle ↗)

Elaborations

recognising and reproducing the sounds and letters of spoken and written Hindi

building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, such as त, थ, ग, घ, ट, द, ध।

learning how the Hindi sound system is conventionally represented in the Devanagari system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and ड़-ढ़)

developing pronunciation skills by singing, reciting, reproducing and mimicking alphabetic elements in context

understanding how vowels are pronounced without any obstruction of air coming out of the mouth and consonants are pronounced with obstruction of air by different parts of the mouth

recognising that a line on the top of written letters joins them to make words and establishes spaces between words बस, घर। अब घर चल।

practising the writing of Devangari letters 'hanging' from a line, noticing the difference between this

and English, where letters are written above the line क ख ग - a, b, c

recognising the *matra* form of vowels, such as ि, ी, and distinguishing long and short vowel sounds, such as ि, ी

identifying and practising pronunciation of vowel sounds with consonants, for example, कइ/कि, कई/की

understanding the formation of conjunct consonants such as क्ष, त्र, ज्ञ

Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreements for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands
[Key concepts: grammar, sentences, patterns, rules; Key processes: noticing, identifying, explaining]
(ACLHIU013 - Scootle ⤢)

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Elaborations

identifying people by using pronouns, such as तुम, तू, आप, मैं, मेरा, तुम्हारा।

understanding and responding to imperative verb forms, such as बैठ जाओ, यहाँ आओ, मेरी बात सुनो।

exploring how to use singular and plural forms, such as मैं, हम, मेरा, तुम्हारा

referring to objects using cardinal numbers, for example, एक, दो, पाँच, सात

noticing that adjectives are used to describe people, objects or places and are usually placed before the noun, for example, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली

understanding the role of different words for asking questions, such as कहाँ? कौन? कब? क्या?

expressing negation, for example, नहीं, मत, ना

learning the structure of simple statements and questions, based on models such as तुम मेरे साथ चलो। तुम कैसे हो?

understanding that verb forms change according to gender and number, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं।

describing actions using simple verbs, such as गाना, खाना, खेलना, दौड़ना

understanding the use of commands and post positions as in मुझको दीजिए। राम से लीजिए। वहाँ पर रखो।

Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes

[Key concepts: text, meaning, language features; Key processes: recognising, comparing, describing] (ACLHIU014 - Scootle ↗)

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Elaborations

understanding texts as different forms of communication that can be spoken, written, digital or visual, recognising that they can be very short, for example, रुको, or much longer, for example, तुम ज़रा ठहर जाओ।

recognising that different types of texts have different features, for example, repetition and rhythm in action songs and rhymes, listing of items on a shopping list

using metalanguage to talk about texts, for example, by naming different genres, such as lullabies, stories, rhymes, tongue twisters, and by describing typical features, for example, 'कहानियों की शुरुआत …', 'गाने अक्सर …',

noticing how familiar texts, such as poems or stories, are sequenced and organised, for example, by identifying titles, connections between pictures and written texts or familiar opening lines, such as एक समय की बात है...

Language variation and change

Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations

[Key concepts: language variation, respect, difference; Key processes: noticing, selecting, adapting] (ACLHIU015 - Scootle ↗)

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Elaborations

recognising that language they use at home or when playing with friends is sometimes different to language they use in school, for example, addressing each other as तू/तुम rather than the more respectful form of आप, or using the informal pronunciation of ये/वो rather than the formal pronunciation यह/वह

recognising that children in their class may use different words and expressions that come from different dialects and languages

understanding that different forms of address are used to greet different people, for example, addressing elders as आप, equal or younger people as तुम and being addressed by older relatives as जीते रहो

understanding that different greetings are used with people from different community and religious groups, for example, नमस्ते/नमस्कार to a Hindu, अस्सलाम अलैकुम to a Muslim and सत् श्री अकाल to a Sikh

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Recognise that all languages change over time and borrow words and expressions from each other

[Key concepts: language change, word-borrowing; Key processes: noticing, comparing, identifying]
(ACLHIU016 - Scootle [↗])

Elaborations

recognising that languages borrow words and expressions from each other and that Hindi includes many words that originated in languages such as Persian, Arabic and English

identifying loan words and expressions from English used in Hindi, understanding that they may be pronounced differently in the two languages, for example, *phone* is pronounced as फ़ोन, *dollar* is pronounced as डालर

finding examples of Hindi words that are used in other languages, for example, 'yoga' (योग), 'sari' (साड़ी), 'khaki' (खाकी), 'pyjama' (पायजामा)

noticing words that they use in their everyday lives that come from different languages

Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi

[Key concepts: culture, multiculturalism, diversity, family, community; Key processes: observing, noting, describing, comparing]
(ACLHIU017 - Scootle [↗])

Elaborations

understanding that there are many different languages in the world and in the Australian community and that many people speak more than one language

exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages

identifying different languages and dialects used by children in their class or friendship groups, for example, by creating a language map with greetings in each language

identifying different languages that they come into contact with in their extended family and communities

Role of language and culture

Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them
[Key concepts: language, culture, meaning; Key processes: noticing, comparing, reflecting]

(ACLHIU018 - Scootle ↗)

Elaborations

noticing how gestures and body language differ between cultures, such as the way Hindi speakers move their heads when saying अच्छा; fold their hands and bow when saying नमस्ते to an older person; touch the feet of elders and say प्रणाम; hold the ear lobe when apologising

exploring the meaning of 'culture', how it involves visible elements, such as dressing, eating and dancing, and invisible elements, such as attitudes and values, for example, the use of the expression फिर मिलेंगे when leaving, to avoid the finality associated with 'goodbye'

noticing similarities and differences in how they communicate in Hindi in the classroom and in their homes, for example, बेटा, बेटी; being called मुन्ना, मुन्नी

learning to talk about language and culture and how they are connected by responding to prompt questions such as आप क्या सोचते हैं … आपको क्यों लगता है कि लोग …?

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