

The Australian Curriculum

Subjects	Indonesian
Year levels	Year 2

Foundation to Year 2 Content Descriptions

Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests

[Key concepts: self, family; Key processes: playing, imitating]

(ACLINC001 - Scootle [↗](#))



Elaborations

learning how to greet others at different times of the day using appropriate forms of address and body language, for example, *Selamat pagi Ibu/Bapak*

using different senses to express feelings, opinions and reactions, for example, *saya senang/tidak senang, saya suka/tidak suka, saya melihat, saya mendengar*

introducing and giving descriptions of self, family members, pets and favourite objects, for example, *Nama saya ..., Anjing saya ... Bapak saya tinggi*

Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning

[Key concept: play; Key processes: singing, chanting, drawing]

(ACLINC002 - Scootle [↗](#))



Elaborations

creating pictures or craft and giving descriptions in order to express ideas, for example, *ini...saya, anjing saya besar*

participating in songs and chants by singing and performing actions, for example, *Topi Saya Bundar, Lingkaran Kecil and Di Sini Senang*

following instructions by moving around or locating objects in the class, for example, *Ambillah satu blok, Carilah teman*

expressing preferences, such as by choosing objects, for example, *saya mau..., saya suka...*

Participate with teacher and peers in class routines and activities, including following instructions and taking turns

[Key concepts: routine, sharing; Key processes: shared reading, following instructions]

(ACLINC003 - Scootle [↗](#))



Elaborations

responding to classroom instructions, for example, *duduklah, berdirilah, diamlah, lihatlah, maju, klik di sini*

giving peers reminders, for example, *cuci tangan dulu, pakai topi, makan dulu, jangan lari di kelas, berbaris*

participating in routine exchanges such as saying the date, responding to the class roll, expressing thanks, greeting and taking leave, for example, *Sampai jumpa Ibu/Bapak*

playing with others, asking for help or permission (for example, *boleh saya...?, Giliran siapa?*), and using numbers to form groups, for example, *Buatlah kelompok empat orang*

participating in games and activities requiring turn-taking, for example, *gado-gado, lompat tali, siapa dia, kelereng* and board games such as *congklak*

Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks

[Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching]

(ACLINC004 - Scootle [↗](#))



Elaborations

demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions

locating and using information to describe, name, draw and trace

classifying and categorising information gained from others, such as about family members and favourite foods, toys and games, for example, *Suzi suka apel, tiga murid main computer, saya ada dua blok*

using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading big books or digital books

expressing factual information about qualities such as colour, number, size and shape (for example, *tiga pensil, meja putih, buku besar*) through interactive play with objects, such as water play, colour mixing and play dough

expressing sensory responses, for example, *melihat, merasa, mendengar, mencium meraba...*

Give factual information about self, family and significant objects using labels, captions and descriptions

[Key concepts: self, favourite; Key processes: describing, showing]

(ACLINC005 - Scootle [↗](#))



Elaborations

recounting with the class details about shared events such as sports day, excursions, a class visit or holidays, for example, *Pada hari Jumat, kami ke museum*

participating in 'show and tell', presenting topics of daily life and personal interest, for example, *Saya ke pantai, Ini kelinci, dia putih*

describing aspects of shared knowledge about Indonesia, such as by pointing to places on a map or at pictures of foods, flora and fauna, for example, *Ini pulau Bali, Itu rambutan, Orang utan di pohon*

using key words and phrases to describe aspects of a video clip, photo story, or excerpt from a television program such as *Jalan Sesama* (the Indonesian version of *Sesame Street*), for example, *Huruf hari ini, huruf H*

Participate in shared reading and play-acting, and respond through singing, chanting, action and movement

[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]

(ACLINC006 - Scootle [↗](#))



Elaborations

participating in shared reading, sharing opinions and responding to questions about possibilities, for example, *saya suka...; dia nakal; dia berlari*

describing what is entertaining or appealing in imaginative texts, such as the characters, story or illustrations in books, songs, cartoons or comics, for example, *Herman lucu; Saya suka si kancil*

responding to imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement

participating in shared performance such as of poetry and songs

interacting with a character or puppet in an imaginary situation or setting, for example, *Siapa nama kamu? Kamu nakal!*

Use familiar words, phrases and patterns to create captions and participate in shared performances and games

[Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show]

(ACLINC007 - Scootle [↗](#))



Elaborations

creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, *Pada hari Senin, si ulat makan...*

creating a new part of a text such as changing a character or adding an extra verse in a song, for example, by matching pictures and captions

making a shared big book based on an event, experience or shared text, for example, *Ini hari kelas kita; Pergi ke kebun binatang*

Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings

[Key concepts: similarity, difference; Key process: noticing]

(ACLINC008 - Scootle [↗](#))



Elaborations

participating in shared reading of texts such as big books, and asking and answering questions about unfamiliar words and the number of words in translated texts, for example, *Ada berapa kata? Apa kata ini?...sama atau tidak?*

using visual dictionaries, word lists and pictures to translate meanings and compare similar or different meanings

noticing aspects of Indonesian and English that are the same, such as the alphabet and some sounds

discussing culture-specific words and practices (for example, *mandi, guling*) and terms of address, for example, *Ibu/Bapak* for teachers and parents

Create captions, labels and statements for the immediate learning environment in both Indonesian and

English

[Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying]

[\(ACLINC009 - Scootle !\[\]\(d3fb9f94af8b26d1c844efa9a98805b0_img.jpg\)\)](#)

Elaborations

writing captions, with support, for a photographic display to show parents/others about a class event or experience such as sports day or keeping a class pet, for example, *Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry*

as a class, writing instructions for Indonesian children on how to perform a game, noticing what can and cannot be translated easily, for example, duck duck goose

making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey culture-specific ideas such as *sawah, sepak takraw, lapangan futbol*

showing others how different gestures are used and discussing what they mean, for example, beckoning with all fingers and with palm down

Notice what may look or feel similar or different to own language and culture when interacting in Indonesian

[Key concepts: communication, respect; Key processes: noticing, comparing]

[\(ACLINC010 - Scootle !\[\]\(104fbf564e2e5a8fbd84f31656d114c7_img.jpg\)\)](#)

Elaborations

recognising ways in which Indonesian differs from English, for example, greetings depend on the strength/position of the sun; siblings are identified in relation to position in the family (for example, *Kak* (older sibling)); and ways of showing politeness may differ, for example, using first name for a teacher (*Ibu Lynda*)

noticing similarities and differences in language that relates to culture, such as the names of foods and animals particular to the climate and geography; and in cultural practices, such as extended families living together and attitudes towards pets, for example, that Muslims generally don't keep dogs as pets

noticing and recalling information by responding to teacher prompts in Indonesian or English (for example, *Kamu melihat apa?* or 'What do you notice about...?') when viewing television programs, video clips of children's stories, or pictures of families, homes and schools

developing language to discuss aspects of language and culture, for example, terms such as 'country', 'groups of people', *sama/beda*, or asking in English: 'Why is...like that?'

describing how it feels to use Indonesian, for example, when singing a song or hearing Indonesian spoken by others

Describe aspects of self such as family, school/class, gender and language/s, noticing how these are part of one's identity

[Key concept: self; Key processes: describing, noticing]

(ACLINC011 - Scootle [↗](#))



Elaborations

identifying self as part of a family, class or peer group (for example, *ini saya*, *saya dari Australia*, *saya laki-laki*) and representing these relationships through drawing pictures or by adding captions to photos

describing friends and favourite places, such as who they play with at lunch, and favourite objects, for example, *saya suka kucing*; *ini boneka saya*

acknowledging special characteristics and talents of self and others, for example, *saya pandai*; *dia bermain tenis*

describing what languages they know and are learning, for example, *Bisa berbahasa Indonesia*

Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet

[Key concept: pronunciation; Key processes: reading aloud, mimicking]

(ACLINU012 - Scootle [↗](#))



Elaborations

imitating Indonesian pronunciation, for example, vowels, trilled *r*, *c* (*ch*) and the unaspirated sounds *p*, *t* and *k*

noticing that statements, commands and questions have different intonations

experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, *meong* or *ngeong* (meowing), *cit-cit* (tweeting), *gong-gong* (barking) and *hacciihh* (sneezing)

Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world

[Key concepts: possession, word order; Key processes: naming, noticing patterns]

(ACLINU013 - Scootle [↗](#))



Elaborations

identifying people using pronouns (*ibu, ayah, bapak, adik, kakak*), referring to pets (*anjing, kucing*), and using concrete nouns for objects (*buku, tas, pintu*)

describing possession using word order in familiar phrases, for example, *nama saya ..., ibu saya ...*

greetings and farewelling others, for example, *Selamat pagi/siang/sorel malam, sampai jumpa*

specifying location using prepositions, for example, *di atas, di bawah, di dalam, di belakang*

describing actions using simple verbs, for example, *makan, duduk, minum, suka, tidur*

interacting using auxiliary verbs, for example, *ada, mau, tahu, boleh, bisa*

understanding different question words and the anticipated answer, for example, *siapa?* (people), *apa?* (objects, actions), *di mana?* (location), *berapa?* (quantity)

using imperatives to tell others to do something, for example, *Duduklah, Lipat tangan, Tepuk tangan*

referring to numbers of things using cardinal numbers (*nol-sepuluh puluh, belas*)

describing the colour, size, shape and character of a person, place or thing using noun–adjective phrases, for example, *buku merah, anjing besar, kucing kecil, bapak tinggi, saya pendek, adik lucu*

joining words or phrases using conjunctions, for example, *dan, tetapi*

referring to things using demonstratives *ini* and *itu*, for example, *Ini buku merah*

negating verbs and adjectives using *tidak*

expressing modality, for example, *mau, ingin, boleh, bisa*

Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions

[Key concept: text; Key processes: recognising, identifying]

(ACLINU014 - Scootle [↗](#))



Elaborations

recognising that sentences have parts, such as subject, verb and object

observing features of familiar texts such as greetings in a conversation, the chorus in a song, or rhyme in a song/poem

understanding that texts have a purpose, for example, recounts are ways of describing past events (*Pada suatu hari...*) and greeting cards can convey feelings (*Saya cinta padamu*)

Recognise that ways of greeting and addressing others may change according to cultural norms

[Key concepts: appropriateness, respect; Key processes: noticing, selecting]

(ACLINU015 - Scootle [↗](#))



Elaborations

knowing that different terms of address are used for teachers and friends, for example, *Ibu/Bapak/kamu*

understanding that language varies in formality depending on the people involved, for example, *Hai* versus *Selamat pagi*

recognising that greetings vary according to the time of day, for example, *Selamat pagi/siang/sore/malam*

Develop awareness that Indonesian and English borrow from each other.

[Key concept: borrowing; Key process: observing]

(ACLINU016 - Scootle [↗](#))



Elaborations

knowing that Indonesian and English use the same alphabet

recognising that Indonesian has some loan words from English, such as *komputer* and *televisi*, and that English has some from Indonesian, such as 'orangutan', 'satay' and 'sarong', with some changes in spelling

keeping a class record of words in Indonesian that are borrowed from other languages, including loan words from Aboriginal languages, Torres Strait Islander languages



Notice that the languages people use and the way they use them relate to who they are and where and how they live.

[Key concepts: norm, culture; Key process: making connections]

([ACLINU017 - Scootle](#))



Elaborations

recognising that Indonesian is the language spoken in Indonesia, a country that is one of Australia's neighbours in a region known as 'Asia'



noticing similarities and differences between Indonesian and Australian lifestyles and language use, for example, *tidur siang*, *bantal guling*, bringing hands to forehead when greeting the teacher

exploring different cultural practices and related language use through games, for example, *suten/suwitan*, *Semut*, *gajah*, *orang*, and *Hom Pim Pah*

recognising words that reflect aspects of culture, for example, the names and sounds of distinctive flora and fauna such as *orangutan*, *komodo* and *cicak*, and artefacts such as the flag (*sang merah-putih*) and national emblem (*garuda*)

noticing that particular Australian-English terms and expressions have no equivalent in Indonesian, for example, 'koala', 'meat pie', 'farm'