



Goomp Goomp Books



Yugambeh Language Program

Scope and Sequence

Early Years to Year 10

What every year level learns, term by term and week by week.

Australian Curriculum V9.0

EYLF V2.0

Whole-school overview

Content description maps



Contents

How to use this scope and sequence	3	Year 6 (Years 5–6, Book B)	19
Whole-school overview	4	Year 7 (Years 7–8, Book A)	21
How learning builds, band by band	5	Year 8 (Years 7–8, Book B)	23
Early Years	6	Year 9 (Years 9–10, Book A)	25
Prep (Foundation, Student Edition)	7	Year 10 (Years 9–10, Book B)	27
Year 1 (Years 1–2, Book A)	9	Composite classes	29
Year 2 (Years 1–2, Book B)	11	Starting part-way	30
Year 3 (Years 3–4, Book A)	13	Content description maps	31
Year 4 (Years 3–4, Book B)	15	Assessment and reporting calendar	37
Year 5 (Years 5–6, Book A)	17		

How to use this scope and sequence

For school leaders, heads of curriculum and language teachers

This document shows what students learn in Yugambeh, and when, from Early Years to Year 10. It is built directly from the Student Books and Teacher's Editions, so every unit, sheet and curriculum code matches what is in your classroom.

What it assumes

About 60 minutes of Yugambeh a week, in one lesson or two shorter ones, over four terms of **nine teaching weeks**. Week 10 of each term is left flexible for catch-up, community visits and celebrations.

Each band has two Student Books: **Book A** for the first year of the band and **Book B** for the second. Foundation has one Student Edition. Each term is a unit built around one grammar pattern, with vocabulary, readers, culture and Country, and cross-curriculum sheets woven through.

What's inside

A whole-school overview; progressions for grammar, vocabulary, culture and assessment; a plan for Early Years; for every year level, a year at a glance and a week-by-week sequence; plans for composite classes and for students starting part-way; a map of every content description, showing where it is taught and assessed; and an assessment calendar.

A typical 60-minute lesson

10 min

Routine and warm-up: Acknowledgement, classroom phrases, this week's focus words.

25 min

Workbook sheets for the week, taught from the Teacher's Edition.

15 min

Goomp Goomp Country, a reader, or a lesson tool such as the quick quiz.

10 min

Song, game or yarnning circle, and a goodbye.

Adapting it. An editable spreadsheet comes with this document. Enter your school's term dates and lesson length, move weeks around your calendar, and add notes. Shorter time allocations can take two years over one Student Book; longer ones can add the Goomp Goomp Readers and partner books.

Curriculum: Australian Curriculum: Languages (Version 9.0), Framework for Aboriginal Languages and Torres Strait Islander Languages, Language Revival Pathway F-10. Early Years: Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0).

Whole-school overview

One unit per term, built around a grammar pattern.
Gold marks show the assessment tasks.

Year	Term 1	Term 2	Term 3	Term 4
Early Years	Hello, Country and first words	Body, family and animals	Actions, counting and describing	Stories, songs and celebration
Prep Foundation, Student Edition	Commands Body, Family, people	Doing now Body, Family, people Task 1: Goomp Goomp says	Talking in class	Showing what we know Task 2: My Country picture talk
Year 1 Years 1–2, Book A	I, you, he, she Body, People, family	Me, you, him	My and your	Showing what we know Task 1: All about me
Year 2 Years 1–2, Book B	With and having Things, Colours, numbers	This, that and how many	Who does it?	Showing what we know Task 2: My little book
Year 3 Years 3–4, Book A	One, two, many Food, gathering, Actions	For someone	Going to Food, gathering, Actions	Wanting Describing Task 1: Where did they go?
Year 4 Years 3–4, Book B	Saying not Describing, Place, position	After, without, having	Done, was, will Place, position, Time	Where is it? Task 2: Our day on Country
Year 5 Years 5–6, Book A	Who did what to whom? Feelings, qualities, Speaking	Joining ideas	Asking questions Feelings, qualities, Speaking	Isn't it? Task 1: Interview a partner
Year 6 Years 5–6, Book B	In, at and with Moving, doing, Linking words	Belonging to	Better than Country, care, Moving	From and through Task 2: A guide to a place on Country
Year 7 Years 7–8, Book A	In order to Kin, community, Health	While	After Health, body	Myself and each other Task 1: Planning an event
Year 8 Years 7–8, Book B	Making verbs Land, sea, Abstract	Making nouns	Irregular verbs	Saying and telling Task 2: A story of our people
Year 9 Years 9–10, Book A	If and when Society, change, Time	Used to, was doing	Here, there, over there Society, change	Showing what we know Task 1: Oral history
Year 10 Years 9–10, Book B	Gender and classes	Projects on Country	Telling a long story	Showing what we know Task 2: Bilingual podcast

How learning builds, band by band

Each band builds on the patterns and words before it.
Every earlier word is recycled in later bands.

	● Foundation	● Years 1–2	● Years 3–4	● Years 5–6	● Years 7–8	● Years 9–10
Grammar patterns	Commands Doing now Talking in class	I, you, he, she Me, you, him My and your With and having This, that and how many Who does it?	One, two, many For someone Going to Wanting Saying not After, without, having Done, was, will Where is it?	Who did what to whom? Joining ideas Asking questions Isn't it? In, at and with Belonging to Better than From and through	In order to While After Myself and each other Making verbs Making nouns Irregular verbs Saying and telling	If and when Used to, was doing Here, there, over there Gender and classes Telling a long story
New words and themes	about 60 Body, Family and people, Animals, Country, Food, Actions, Describing, Little words	about 150 more (210 in total) Body, People and family, Animals, Birds, Plants, Country, Things, Colours and numbers, Time, Actions, Describing, Pronouns and questions	about 250 more (460) Food and gathering, Actions, Describing, Place and position, Time, Weather and sky	about 300 more (760) Feelings and qualities, Speaking and thinking, Country and care, Moving and doing, Linking words	about 400 more (1,160) Kin and community, Health and body, Land and sea, Abstract	about 450 more (1,610) Society and change, Time and cycles
Cross-curriculum priority	Country, culture and identity sheets in every unit	Country/Place, Culture, People	Country/Place, Culture, People	Culture	Country/Place, People	Country/Place, Culture, People
Assessment tasks	Goomp Goomp says (Listening and speaking) My Country picture talk (Speaking and culture)	All about me (Speaking and listening) My little book (Reading and creating)	Where did they go? (Listening, reading and writing) Our day on Country (Creating and presenting)	Interview a partner (Interacting) A guide to a place on Country (Creating a bilingual text)	Planning an event (Negotiating and translating) A story of our people (Creating and reflecting)	Oral history (Interacting and synthesising) Bilingual podcast (Creating for an audience)

Early Years: the year at a glance

My Yugambeh Activity Book and the Early Years Educator's Guide.
Two or three short activities a week, with Yugambeh in daily routines.

TERM 1

Hello, Country and first words

Activities

Hello, Goomp Goomp!
We are on Yugambeh Country
Fly home, Goomp Goomp!
Follow the river
Rain is falling
Up and down the hills
Round like the moon
Sunshine
Point and say: Country

EYLF Learning Outcomes

1.3, 2.1, 2.4, 3.2, 4.4, 5.1

TERM 2

Body, family and animals

Activities

Colour and say
Day and night
What's the weather?
My body
Clap, stamp, wave
My family
Animals on Country
Move like the animals
Goomp Goomp says

EYLF Learning Outcomes

1.2, 1.3, 2.1, 2.4, 3.2, 4.1, 5.1

TERM 3

Actions, counting and describing

Activities

What are you doing?
Find the same
One, two, many
Big and small
Yaway or yugam?
Bush tucker
Story time: Gali...
Story time: Mali...
Story time: Gali nganya...

EYLF Learning Outcomes

1.2, 1.3, 1.4, 3.2, 4.2, 5.1, 5.2, 5.3, 5.4

TERM 4

Stories, songs and celebration

Activities

Hello song
Goodbye song
Words to share at home 1
Words to share at home 2
My Yugambeh words
Yugambeh word champion

EYLF Learning Outcomes

1.3, 2.1, 3.1, 4.1, 5.1

Every day, all year. Acknowledgement of Country, the roll answered with *yaway*, the weather, and one song. Documentation is through learning stories, not tests; see Chapter 9 of the Educator's Guide.

Prep: the year at a glance

About 60 minutes of Yugambēh a week
24 hours of workbook sheets, plus the game, readers and songs

TERM 1

Commands

Grammar

Commands

Vocabulary

Body, Family, people, Animals, Country, Food

Readers

Goomp Goomp Reader: commands (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRFF01, AC9LRFF02, AC9LRFF03

TERM 2

Doing now

Grammar

Doing now

Vocabulary

Body, Family, people, Animals, Country, Food

Readers

Minyanggalēla Wālu? (What are you doing?)

Assessment

Task 1: Goomp Goomp says, weeks 8–9

Content descriptions

AC9LRFF01, AC9LRFF02, AC9LRFF03

TERM 3

Talking in class

Grammar

Talking in class

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: talking in class (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRFF01, AC9LRFF02, AC9LRFF03

TERM 4

Showing what we know

Grammar

Review of the year's patterns

Vocabulary

Words from earlier units, in new contexts

Readers

Partner books and songs

Assessment

Task 2: My Country picture talk, weeks 8–9

Content descriptions

AC9LRFF01, AC9LRFF03

Achievement standard, end of Foundation. By the end of the Foundation year, students use play and imagination to interact and create Yugambēh texts, with support. They identify that Yugambēh and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of languages and cultures contribute to their own and others' cultural identity.

Prep: week by week

Numbers are sheet numbers in the Student Edition.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: Commands	Term 2: Doing now	Term 3: Talking in class	Term 4: Showing what we know
Week 1	1 Look and say: Commands 2 Trace it: Commands 3 Match it: Commands 9 Words: Body	4 Look and say: Doing now 5 Trace it: Doing now 6 Match it: Doing now 30 Our class word wall	7 Look and say: Talking in class 8 Match it: Talking in class 54 Science: Animals and their homes	65 Languages: Greetings 66 My place on Country
Week 2	10 Words: Body and Family and people 11 Words: Family and people and Animals 12 Words: Animals	31 Names around me 32 Yummy bush food 33 Colour Goomp Goomp	55 Science: Weather today 56 HASS: My family	67 Land, water and sky
Week 3	13 Words: Country 14 Words: Country and Food 15 Words: Food and Actions	34 Make a word card 35 We are on Yugambeh Country 42 Find the word: Body	57 HASS: Places I go	68 Stories that teach
Week 4	16 Words: Actions 17 Words: Actions and Describing	43 Find the word: Family and people 44 Find the word: Animals 45 Find the word: Country 46 Find the word: Food 47 Find the word: Actions	58 Health and PE: Move like the animals	69 Making and sharing
Week 5	18 Words: Describing and Little words 19 Words: Little words 20 Colour and say	48 Find the word: Describing 49 Find the word: Little words 50 English: Story time	59 Health and PE: My body 60 The Arts: Song and dance	70 Who we learn from
Week 6	21 Trace the words 22 Match the pairs 23 Point and say	51 English: Sounds I know	61 The Arts: Dot painting	71 Yugambeh people today
Week 7	24 Move like the animals 25 Listen and copy 26 Count and colour 27 Day and night	52 Mathematics: Counting on Country 53 Mathematics: Big and small	62 Technologies: Make a dilly bag 63 Technologies: Following steps	72 Song: Body 73 Story frame: Family and people
Week 8	28 This is me 29 My family	37 Read: Doing now 40 Check-in: Doing now 75 Assessment 1: Goomp Goomp says	64 Languages: Same and different	74 Song: Animals 77 Assessment 2: My Country picture talk
Week 9	36 Read: Commands 39 Check-in: Commands	76 Assessment 1: my work	38 Read: Talking in class 41 Check-in: Talking in class	78 Assessment 2: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 1: the year at a glance

About 60 minutes of Yugambeh a week
11 hours of workbook sheets, plus the game, readers and songs

TERM 1

I, you, he, she

Grammar

I, you, he, she

Vocabulary

Body, People, family, Animals, Birds, Plants

Readers

Goomp Goomp Reader: i, you, he, she (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF2C01, AC9LRF2C04, AC9LRF2C05, AC9LRF2U01, AC9LRF2U02

TERM 2

Me, you, him

Grammar

Me, you, him

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: me, you, him (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF2C01, AC9LRF2C02, AC9LRF2C03, AC9LRF2C04, AC9LRF2C05, AC9LRF2U01, AC9LRF2U02, AC9LRF2U04

TERM 3

My and your

Grammar

My and your

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: my and your (coming)

Cross-curriculum priority

Country/Place, Culture

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF2C01, AC9LRF2C02, AC9LRF2C03, AC9LRF2C04, AC9LRF2C05, AC9LRF2U02, AC9LRF2U04, AC9LRF2U05

TERM 4

Showing what we know

Grammar

Review of the year's patterns

Vocabulary

Words from earlier units, in new contexts

Readers

Partner books and songs

Cross-curriculum priority

Country/Place, Culture, People

Assessment

Task 1: All about me, weeks 8–9

Content descriptions

AC9LRF2C01, AC9LRF2C02, AC9LRF2C03, AC9LRF2C05, AC9LRF2U01, AC9LRF2U02, AC9LRF2U04

Achievement standard, end of Years 1–2. By the end of Year 2, students use Yugambeh language to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students reproduce the sounds and rhythms of spoken Yugambeh. They demonstrate understanding that Yugambeh has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Yugambeh and English. They understand that Yugambeh belongs to Country/Place and Peoples, and is connected with their culture, and notice how this is reflected in their own language(s), culture(s) and identity.

Year 1: week by week

Numbers are sheet numbers in the Book A.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: I, you, he, she	Term 2: Me, you, him	Term 3: My and your	Term 4: Showing what we know
Week 1	1 Look and say: I, you, he, she 2 Trace it: I, you, he, she	4 Look and say: Me, you, him 5 Trace it: Me, you, him	7 Look and say: My and your 8 Trace it: My and your	37 Story map
Week 2	3 Match it: I, you, he, she 10 Words: Body	6 Match it: Me, you, him 19 Trace and say	9 Match it: My and your 30 Draw-it word cards	38 Long ago and today
Week 3	11 Words: Body and People and family	20 Match it up 21 Special sounds	31 Memory game	Revise, play and sing
Week 4	12 Words: People and family and Animals	22 Clap the syllables	32 Our Acknowledgement of Country	39 Special places
Week 5	13 Words: Animals 14 Words: Animals and Birds	23 Gali... This is... 24 Gali or mali?	33 Caring for Country	40 Move like the animals
Week 6	15 Words: Birds	25 Yaway or Yugam? 26 Fill the dilly bag	34 My place on Country	41 A healthy bush food plate
Week 7	16 Words: Birds and Plants	27 Birds of Country	35 Gibamyeri: writing from Country	Revise, play and sing
Week 8	17 Words: Plants and Country	28 Who lives here? 29 All about me	36 Book cover detective	42 Assessment 1: All about me
Week 9	18 Words: Country and Things	Revise, play and sing	Revise, play and sing	43 Assessment 1: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 2: the year at a glance

About 60 minutes of Yugambah a week
11 hours of workbook sheets, plus the game, readers and songs

TERM 1

With and having

Grammar

With and having

Vocabulary

Things, Colours, numbers, Time, Actions, Describing

Readers

Goomp Goomp Reader: with and having (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF2C01, AC9LRF2C04, AC9LRF2C05, AC9LRF2U01, AC9LRF2U02

TERM 2

This, that and how many

Grammar

This, that and how many

Vocabulary

Words from earlier units, in new contexts

Readers

Gali... · Mali... · Gali nganya... (This is... · That is... · This is my...)

Cross-curriculum priority

Culture

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF2C01, AC9LRF2C02, AC9LRF2C03, AC9LRF2C04, AC9LRF2C05, AC9LRF2U01, AC9LRF2U02

TERM 3

Who does it?

Grammar

Who does it?

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: who does it? (coming)

Cross-curriculum priority

Country/Place, Culture, People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF2C01, AC9LRF2C02, AC9LRF2C03, AC9LRF2C04, AC9LRF2C05, AC9LRF2U02, AC9LRF2U03, AC9LRF2U04

TERM 4

Showing what we know

Grammar

Review of the year's patterns

Vocabulary

Words from earlier units, in new contexts

Readers

Partner books and songs

Cross-curriculum priority

Country/Place, Culture

Assessment

Task 2: My little book, weeks 8–9

Content descriptions

AC9LRF2C02, AC9LRF2C03, AC9LRF2C05, AC9LRF2U01, AC9LRF2U03, AC9LRF2U04

Achievement standard, end of Years 1–2. By the end of Year 2, students use Yugambah language to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students reproduce the sounds and rhythms of spoken Yugambah. They demonstrate understanding that Yugambah has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Yugambah and English. They understand that Yugambah belongs to Country/Place and Peoples, and is connected with their culture, and notice how this is reflected in their own language(s), culture(s) and identity.

Year 2: week by week

Numbers are sheet numbers in the Book B.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: With and having	Term 2: This, that and how many	Term 3: Who does it?	Term 4: Showing what we know
Week 1	44 Look and say: With and having 45 Trace it: With and having	47 Look and say: This, that and how many 48 Trace it: This, that and how many 49 Match it: This, that and how many	50 Look and say: Who does it? 51 Match it: Who does it?	80 Weave a mat
Week 2	46 Match it: With and having 52 Words: Things and Colours and numbers	62 Word search	72 Learning from Elders	Revise, play and sing
Week 3	53 Words: Colours and numbers and Time	63 Talking with Garang 64 Times of the day	73 My family and community	81 Fly Goomp Goomp home
Week 4	54 Words: Time and Actions 55 Words: Actions	65 Label Country	74 Many languages	82 Sounds of Country
Week 5	56 Words: Actions (2)	66 Whose tracks?	75 Words we share	83 Colours from Country
Week 6	57 Words: Actions and Describing	67 Story in order	76 Count on Country	Revise, play and sing
Week 7	58 Words: Describing 59 Words: Pronouns and questions	68 Crossword 69 Word bingo	77 Patterns on Country 78 Bird watchers	Revise, play and sing
Week 8	60 Missing letters	70 My word stars	Revise, play and sing	84 Assessment 2: My little book
Week 9	61 Mixed-up words	71 Stories teach us	79 What living things need	85 Assessment 2: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 3: the year at a glance

About 60 minutes of Yugambeh a week
12 hours of workbook sheets, plus the game, readers and songs

TERM 1

One, two, many

Grammar

One, two, many

Vocabulary

Food, gathering, Actions

Readers

Goomp Goomp Reader: one, two, many (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U01, AC9LRF4U02, AC9LRF4U03

TERM 2

For someone

Grammar

For someone

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: for someone (coming)

Cross-curriculum priority

Country/Place, Culture

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U02, AC9LRF4U03

TERM 3

Going to

Grammar

Going to

Vocabulary

Food, gathering, Actions

Readers

Goomp Goomp Reader: going to (coming)

Cross-curriculum priority

People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U01, AC9LRF4U02, AC9LRF4U04

TERM 4

Wanting

Grammar

Wanting

Vocabulary

Describing

Readers

Goomp Goomp Reader: wanting (coming)

Assessment

Task 1: Where did they go?, weeks 8–9

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U01, AC9LRF4U02, AC9LRF4U03

Achievement standard, end of Years 3–4. By the end of Year 4, students use Yugambeh language to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. Students reproduce sound combinations and rhythms of spoken Yugambeh. They demonstrate understanding that Yugambeh has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Yugambeh and make comparisons between Yugambeh and English. They understand that the Yugambeh language is passed down from generation to generation by its Custodians and connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity.

Year 3: week by week

Numbers are sheet numbers in the Book A.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: One, two, many	Term 2: For someone	Term 3: Going to	Term 4: Wanting
Week 1	1 Notice: One, two, many 2 Practise: One, two, many	4 Notice: For someone 5 Practise: For someone	7 Notice: Going to 8 Practise: Going to	10 Notice: Wanting
Week 2	3 Use it: One, two, many	6 Use it: For someone	9 Use it: Going to	11 Practise: Wanting
Week 3	13 Words: Food and gathering 14 Words: Actions (1)	19 Translate it	24 Words in my family	12 Use it: Wanting
Week 4	15 Words: Actions (2)	20 Things and actions 21 Fishing words	25 Bringing Yugambeh back	37 Word search: Describing
Week 5	16 Interview a friend	Revise, play and sing	26 Then and now	30 Read: Wanting
Week 6	17 Nyahni wahlu...?	22 Gathering bush food	Revise, play and sing	34 Check-in: Wanting
Week 7	18 Sentence builder	23 Tracking story	35 Word search: Food and gathering 36 Word search: Actions	Revise, play and sing
Week 8	27 Read: One, two, many	28 Read: For someone	29 Read: Going to	38 Assessment 1: Where did they go?
Week 9	31 Check-in: One, two, many	32 Check-in: For someone	33 Check-in: Going to	39 Assessment 1: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 4: the year at a glance

About 60 minutes of Yugambeh a week
12 hours of workbook sheets, plus the game, readers and songs

TERM 1

Saying not

Grammar

Saying not

Vocabulary

Describing, Place, position, Time, Weather, sky

Readers

Goomp Goomp Reader: saying not (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF4C01, AC9LRF4C02, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U01, AC9LRF4U02

TERM 2

After, without, having

Grammar

After, without, having

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: after, without, having (coming)

Cross-curriculum priority

Country/Place, People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U02, AC9LRF4U05

TERM 3

Done, was, will

Grammar

Done, was, will

Vocabulary

Place, position, Time, Weather, sky

Readers

Goomp Goomp Reader: done, was, will (coming)

Cross-curriculum priority

Culture

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C04, AC9LRF4C05, AC9LRF4U01, AC9LRF4U02

TERM 4

Where is it?

Grammar

Where is it?

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: where is it? (coming)

Assessment

Task 2: Our day on Country, weeks 8–9

Content descriptions

AC9LRF4C01, AC9LRF4C03, AC9LRF4C05, AC9LRF4U01, AC9LRF4U02, AC9LRF4U05

Achievement standard, end of Years 3–4. By the end of Year 4, students use Yugambeh language to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. Students reproduce sound combinations and rhythms of spoken Yugambeh. They demonstrate understanding that Yugambeh has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Yugambeh and make comparisons between Yugambeh and English. They understand that the Yugambeh language is passed down from generation to generation by its Custodians and connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity.

Year 4: week by week

Numbers are sheet numbers in the Book B.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: Saying not	Term 2: After, without, having	Term 3: Done, was, will	Term 4: Where is it?
Week 1	40 Notice: Saying not 41 Practise: Saying not	43 Notice: After, without, having 44 Practise: After, without, having	46 Notice: Done, was, will 47 Practise: Done, was, will	49 Notice: Where is it? 50 Practise: Where is it?
Week 2	42 Use it: Saying not	45 Use it: After, without, having	48 Use it: Done, was, will	51 Use it: Where is it?
Week 3	52 Words: Describing	58 Fold-over flashcards	62 My day	Revise, play and sing
Week 4	53 Words: Place and position 54 Words: Time and Weather and sky	59 A map for a visitor	63 Gibamyeri code breaker	76 English: Bilingual captions
Week 5	55 Yanindi nganyi...!	Revise, play and sing	72 Word search: Place and position 73 Word search: Time	67 Read: Where is it?
Week 6	56 Wulimani wahlu...!	60 Local place names	74 Word search: Weather and sky	Revise, play and sing
Week 7	57 Syllable race	61 Someone who inspires me	75 English: Retelling a story	71 Check-in: Where is it?
Week 8	64 Read: Saying not	65 Read: After, without, having	66 Read: Done, was, will	77 Assessment 2: Our day on Country
Week 9	68 Check-in: Saying not	69 Check-in: After, without, having	70 Check-in: Done, was, will	78 Assessment 2: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 5: the year at a glance

About 60 minutes of Yugambeh a week
13 hours of workbook sheets, plus the game, readers and songs

TERM 1

Who did what to whom?

Grammar

Who did what to whom?

Vocabulary

Feelings, qualities, Speaking, thinking,
Country, care

Readers

Goomp Goomp Reader: who did what to whom? (coming)

Cross-curriculum priority

Culture

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF6C01, AC9LRF6C02, AC9LRF6C03,
AC9LRF6C04, AC9LRF6C05, AC9LRF6U01,
AC9LRF6U02, AC9LRF6U05

TERM 2

Joining ideas

Grammar

Joining ideas

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: joining ideas
(coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF6C01, AC9LRF6C02, AC9LRF6C03,
AC9LRF6C04, AC9LRF6C05, AC9LRF6U01,
AC9LRF6U02, AC9LRF6U03

TERM 3

Asking questions

Grammar

Asking questions

Vocabulary

Feelings, qualities, Speaking, thinking

Readers

Goomp Goomp Reader: asking questions
(coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF6C01, AC9LRF6C03, AC9LRF6C04,
AC9LRF6C05, AC9LRF6U01, AC9LRF6U02,
AC9LRF6U04, AC9LRF6U05

TERM 4

Isn't it?

Grammar

Isn't it?

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: isn't it? (coming)

Assessment

Task 1: Interview a partner, weeks 8–9

Content descriptions

AC9LRF6C01, AC9LRF6C02, AC9LRF6C03,
AC9LRF6C05, AC9LRF6U02, AC9LRF6U03

Achievement standard, end of Years 5–6. By the end of Year 6, students initiate and use strategies to maintain interactions in Yugambeh language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts. They demonstrate understanding by responding in Yugambeh or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Yugambeh. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Yugambeh. They compare language structures and features in Yugambeh and English, using some metalanguage. They show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.

Year 5: week by week

Numbers are sheet numbers in the Book A.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: Who did what to whom?	Term 2: Joining ideas	Term 3: Asking questions	Term 4: Isn't it?
Week 1	1 Notice: Who did what to whom? 2 Practise: Who did what to whom?	4 Notice: Joining ideas 5 Practise: Joining ideas	7 Notice: Asking questions 8 Practise: Asking questions	10 Notice: Isn't it? 11 Practise: Isn't it?
Week 2	3 Use it: Who did what to whom?	6 Use it: Joining ideas	9 Use it: Asking questions 22 Syllable sort	12 Use it: Isn't it?
Week 3	13 Words: Feelings and qualities and Speaking and thinking 14 Words: Country and care	18 A new ending	23 My language archive	Revise, play and sing
Week 4	15 Information gap	19 Hard to translate	24 Reviving a language	37 English: Bilingual captions
Week 5	16 Plan a NAIDOC Week event	20 Design a board game	25 Asking permission	29 Read: Isn't it?
Week 6	Revise, play and sing	Revise, play and sing	34 Word search: Feelings and qualities	Revise, play and sing
Week 7	17 Storyboard	21 Radio advertisement	35 Word search: Speaking and thinking 36 English: Retelling a story	33 Check-in: Isn't it?
Week 8	26 Read: Who did what to whom?	27 Read: Joining ideas	28 Read: Asking questions	38 Assessment 1: Interview a partner
Week 9	30 Check-in: Who did what to whom?	31 Check-in: Joining ideas	32 Check-in: Asking questions	39 Assessment 1: my work
Week 10	<i>Flexible: catch up, a community visit, or a celebration of learning</i>	<i>Flexible: catch up, a community visit, or a celebration of learning</i>	<i>Flexible: catch up, a community visit, or a celebration of learning</i>	<i>Flexible: catch up, a community visit, or a celebration of learning</i>

Year 6: the year at a glance

About 60 minutes of Yugambeh a week
14 hours of workbook sheets, plus the game, readers and songs

TERM 1

In, at and with

Grammar

In, at and with

Vocabulary

Moving, doing, Linking words

Readers

Goomp Goomp Reader: in, at and with (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF6C01, AC9LRF6C02, AC9LRF6C03, AC9LRF6C04, AC9LRF6C05, AC9LRF6U01, AC9LRF6U02, AC9LRF6U04, AC9LRF6U05

TERM 2

Belonging to

Grammar

Belonging to

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: belonging to (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF6C01, AC9LRF6C02, AC9LRF6C03, AC9LRF6C05, AC9LRF6U02, AC9LRF6U03, AC9LRF6U04

TERM 3

Better than

Grammar

Better than

Vocabulary

Country, care, Moving, doing

Readers

Goomp Goomp Reader: better than (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF6C01, AC9LRF6C03, AC9LRF6C04, AC9LRF6C05, AC9LRF6U01, AC9LRF6U02, AC9LRF6U05

TERM 4

From and through

Grammar

From and through

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: from and through (coming)

Assessment

Task 2: A guide to a place on Country, weeks 8–9

Content descriptions

AC9LRF6C01, AC9LRF6C03, AC9LRF6C05, AC9LRF6U02, AC9LRF6U03, AC9LRF6U04

Achievement standard, end of Years 5–6. By the end of Year 6, students initiate and use strategies to maintain interactions in Yugambeh language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts. They demonstrate understanding by responding in Yugambeh or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Yugambeh. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Yugambeh. They compare language structures and features in Yugambeh and English, using some metalanguage. They show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.

Year 6: week by week

Numbers are sheet numbers in the Book B.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: In, at and with	Term 2: Belonging to	Term 3: Better than	Term 4: From and through
Week 1	40 Notice: In, at and with 41 Practise: In, at and with	43 Notice: Belonging to 44 Practise: Belonging to	46 Notice: Better than 47 Practise: Better than	49 Notice: From and through 50 Use it: From and through
Week 2	42 Use it: In, at and with	45 Use it: Belonging to	48 Use it: Better than	74 Science: Seasons and signs
Week 3	51 Words: Moving and doing and Linking words 52 My language learning	56 A community profile	60 Open and closed knowledge	Revise, play and sing
Week 4	53 Language survey	57 Skit for a buddy class	61 My identity map	75 Science: Living things
Week 5	Revise, play and sing	Revise, play and sing	70 Word search: Country and care 71 Word search: Moving and doing	76 HASS: Places on Country
Week 6	54 Captions for a display	58 Word order	72 Mathematics: Number and measurement	65 Read: From and through
Week 7	55 Neighbouring languages	59 New words for new things	73 Mathematics: Data on Country	69 Check-in: From and through
Week 8	62 Read: In, at and with	63 Read: Belonging to	64 Read: Better than	77 Assessment 2: A guide to a place on Country
Week 9	66 Check-in: In, at and with	67 Check-in: Belonging to	68 Check-in: Better than	78 Assessment 2: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 7: the year at a glance

About 60 minutes of Yugambeh a week
15 hours of workbook sheets, plus the game, readers and songs

TERM 1

In order to

Grammar

In order to

Vocabulary

Kin, community, Health, body

Readers

Goomp Goomp Reader: in order to (coming)

Cross-curriculum priority

Country/Place

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF8C01, AC9LRF8C03, AC9LRF8C04, AC9LRF8C05, AC9LRF8U01, AC9LRF8U02, AC9LRF8U03, AC9LRF8U04, AC9LRF8U05

TERM 2

While

Grammar

While

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: while (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF8C01, AC9LRF8C03, AC9LRF8C04, AC9LRF8C05, AC9LRF8U01, AC9LRF8U02, AC9LRF8U03, AC9LRF8U04

TERM 3

After

Grammar

After

Vocabulary

Health, body

Readers

Goomp Goomp Reader: after (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF8C01, AC9LRF8C03, AC9LRF8C04, AC9LRF8C05, AC9LRF8U01, AC9LRF8U02, AC9LRF8U04, AC9LRF8U05

TERM 4

Myself and each other

Grammar

Myself and each other

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: myself and each other (coming)

Assessment

Task 1: Planning an event, weeks 8–9

Content descriptions

AC9LRF8C01, AC9LRF8C02, AC9LRF8C03, AC9LRF8C04, AC9LRF8C05, AC9LRF8U02, AC9LRF8U04

Achievement standard, end of Years 7–8. By the end of Year 8, students contribute to and maintain interactions in Yugambeh language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Yugambeh to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences among languages, in both familiar and some unfamiliar cultural contexts, by adjusting responses to suit context, purpose and audience. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken Yugambeh to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Yugambeh text, using metalanguage. They reflect on how language communities pass down, maintain or revive Yugambeh, knowledge and cultural norms following appropriate protocols, and how these are interconnected with identity. They reflect on their own language(s), culture(s) and identity.

Year 7: week by week

Numbers are sheet numbers in the Book A.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: In order to	Term 2: While	Term 3: After	Term 4: Myself and each other
Week 1	1 Notice: In order to 2 Practise: In order to 3 Use it: In order to	4 Notice: While 5 Use it: While	6 Notice: After 7 Use it: After	8 Notice: Myself and each other
Week 2	10 Words: Kin and community and Health and body	16 Comparing translations	22 Cultural and intellectual property	9 Use it: Myself and each other
Week 3	11 Respectful conversations	17 Bilingual glossary	31 Word search: Health and body 32 English: Retelling a story	37 Science: Living things
Week 4	12 Keeping the conversation going	18 Game review	33 English: Bilingual captions	Revise, play and sing
Week 5	13 First Nations place names	Revise, play and sing	34 Mathematics: Number and measurement	26 Read: Myself and each other
Week 6	14 Words in English	19 Sounds and spelling 20 Repeated words	35 Mathematics: Data on Country	30 Check-in: Myself and each other
Week 7	15 Species portfolio	21 Keeping Places	36 Science: Seasons and signs	Revise, play and sing
Week 8	Revise, play and sing	24 Read: While	25 Read: After	38 Assessment 1: Planning an event
Week 9	23 Read: In order to 27 Check-in: In order to	28 Check-in: While	29 Check-in: After	39 Assessment 1: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 8: the year at a glance

About 60 minutes of Yugambeh a week
15 hours of workbook sheets, plus the game, readers and songs

TERM 1

Making verbs

Grammar

Making verbs

Vocabulary

Land, sea, Abstract

Readers

Goomp Goomp Reader: making verbs (coming)

Cross-curriculum priority

People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF8C01, AC9LRF8C02, AC9LRF8C03, AC9LRF8C04, AC9LRF8C05, AC9LRF8U01, AC9LRF8U02

TERM 2

Making nouns

Grammar

Making nouns

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: making nouns (coming)

Cross-curriculum priority

Country/Place

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF8C01, AC9LRF8C03, AC9LRF8C04, AC9LRF8C05, AC9LRF8U02, AC9LRF8U03, AC9LRF8U04, AC9LRF8U05

TERM 3

Irregular verbs

Grammar

Irregular verbs

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: irregular verbs (coming)

Cross-curriculum priority

People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF8C01, AC9LRF8C03, AC9LRF8C05, AC9LRF8U02, AC9LRF8U05

TERM 4

Saying and telling

Grammar

Saying and telling

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: saying and telling (coming)

Assessment

Task 2: A story of our people, weeks 8–9

Content descriptions

AC9LRF8C01, AC9LRF8C03, AC9LRF8C05, AC9LRF8U02, AC9LRF8U03, AC9LRF8U05

Achievement standard, end of Years 7–8. By the end of Year 8, students contribute to and maintain interactions in Yugambeh language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Yugambeh to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences among languages, in both familiar and some unfamiliar cultural contexts, by adjusting responses to suit context, purpose and audience. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken Yugambeh to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Yugambeh text, using metalanguage. They reflect on how language communities pass down, maintain or revive Yugambeh, knowledge and cultural norms following appropriate protocols, and how these are interconnected with identity. They reflect on their own language(s), culture(s) and identity.

Year 8: week by week

Numbers are sheet numbers in the Book B.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: Making verbs	Term 2: Making nouns	Term 3: Irregular verbs	Term 4: Saying and telling
Week 1	40 Notice: Making verbs 41 Practise: Making verbs	43 Notice: Making nouns 44 Practise: Making nouns	46 Notice: Irregular verbs 47 Practise: Irregular verbs	49 Notice: Saying and telling 50 Use it: Saying and telling
Week 2	42 Use it: Making verbs 51 Words: Land and sea and Abstract	45 Use it: Making nouns 56 A journey across Country	48 Use it: Irregular verbs 61 Seeing past stereotypes	75 The Arts: Design with meaning
Week 3	52 Planning an event	Revise, play and sing	70 HASS: Places on Country	Revise, play and sing
Week 4	53 A welcome for new students	57 Biography of an Elder	71 HASS: Then and now	76 Technologies: Making with materials
Week 5	Revise, play and sing	Revise, play and sing	72 Health and PE: Games from Country	Revise, play and sing
Week 6	54 Community organisations	58 Sentence structure	73 Health and PE: Healthy bodies	65 Read: Saying and telling
Week 7	55 Story sequence and translation	59 Formal and informal 60 Classifying the world	74 The Arts: Song writing	69 Check-in: Saying and telling
Week 8	62 Read: Making verbs	63 Read: Making nouns	64 Read: Irregular verbs	77 Assessment 2: A story of our people
Week 9	66 Check-in: Making verbs	67 Check-in: Making nouns	68 Check-in: Irregular verbs	78 Assessment 2: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Year 9: the year at a glance

About 60 minutes of Yugambeh a week
17 hours of workbook sheets, plus the game, readers and songs

TERM 1

If and when

Grammar

If and when

Vocabulary

Society, change, Time, cycles

Readers

Goomp Goomp Reader: if and when (coming)

Cross-curriculum priority

People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF10C01, AC9LRF10C02, AC9LRF10C03, AC9LRF10C04, AC9LRF10C05, AC9LRF10U01, AC9LRF10U02, AC9LRF10U03, AC9LRF10U04, AC9LRF10U05

TERM 2

Used to, was doing

Grammar

Used to, was doing

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: used to, was doing (coming)

Cross-curriculum priority

People

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF10C01, AC9LRF10C03, AC9LRF10C04, AC9LRF10C05, AC9LRF10U01, AC9LRF10U02, AC9LRF10U03, AC9LRF10U04, AC9LRF10U05

TERM 3

Here, there, over there

Grammar

Here, there, over there

Vocabulary

Society, change

Readers

Goomp Goomp Reader: here, there, over there (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF10C01, AC9LRF10C03, AC9LRF10C04, AC9LRF10C05, AC9LRF10U01, AC9LRF10U02, AC9LRF10U04

TERM 4

Showing what we know

Grammar

Review of the year's patterns

Vocabulary

Words from earlier units, in new contexts

Readers

Partner books and songs

Assessment

Task 1: Oral history, weeks 8–9

Content descriptions

AC9LRF10C01, AC9LRF10C03, AC9LRF10C05, AC9LRF10U04, AC9LRF10U05

Achievement standard, end of Years 9–10. By the end of Year 10, students contribute to and extend interactions in Yugambeh language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They use complex structures to enhance meaning and cohesion. Students incorporate the features and conventions of spoken Yugambeh to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Yugambeh texts, using metalanguage. They understand that there are appropriate protocols that relate to learning and using Yugambeh. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Yugambeh, to evaluate how this learning influences their ideas and ways of communicating.

Year 9: week by week

Numbers are sheet numbers in the Book A.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: If and when	Term 2: Used to, was doing	Term 3: Here, there, over there	Term 4: Showing what we know
Week 1	1 Notice: If and when 2 Use it: If and when	3 Notice: Used to, was doing 4 Use it: Used to, was doing	5 Notice: Here, there, over there 6 Practise: Here, there, over there 7 Use it: Here, there, over there	33 Science: Living things
Week 2	8 Words: Society and change and Time and cycles 9 Respectful discussion	14 Evaluating translations 15 Concepts across cultures	20 The state of languages	34 HASS: Places on Country
Week 3	Revise, play and sing	Revise, play and sing	27 Word search: Society and change	35 HASS: Then and now
Week 4	10 Hosting an Elder workshop	16 Podcast plan	28 English: Retelling a story	Revise, play and sing
Week 5	11 Peer review	17 Places of articulation	29 English: Bilingual captions	36 My place on Country
Week 6	12 Representation	18 Old and new spellings	30 Mathematics: Number and measurement	37 Land, water and sky
Week 7	13 Oral history	19 Policies and languages	31 Mathematics: Data on Country	Revise, play and sing
Week 8	Revise, play and sing	Revise, play and sing	32 Science: Seasons and signs	38 Assessment 1: Oral history
Week 9	21 Read: If and when 24 Check-in: If and when	22 Read: Used to, was doing 25 Check-in: Used to, was doing	23 Read: Here, there, over there 26 Check-in: Here, there, over there	39 Assessment 1: my work
Week 10	<i>Flexible: catch up, a community visit, or a celebration of learning</i>	<i>Flexible: catch up, a community visit, or a celebration of learning</i>	<i>Flexible: catch up, a community visit, or a celebration of learning</i>	<i>Flexible: catch up, a community visit, or a celebration of learning</i>

Year 10: the year at a glance

About 60 minutes of Yugambeh a week
18 hours of workbook sheets, plus the game, readers and songs

TERM 1

Gender and classes

Grammar

Gender and classes

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: gender and classes (coming)

Cross-curriculum priority

Country/Place, Culture

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF10C01, AC9LRF10C02,
AC9LRF10C03, AC9LRF10C04,
AC9LRF10C05, AC9LRF10U02,
AC9LRF10U04

TERM 2

Projects on Country

Grammar

Review of the year's patterns

Vocabulary

Words from earlier units, in new contexts

Readers

Partner books and songs

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF10C02, AC9LRF10C05,
AC9LRF10U02, AC9LRF10U04,
AC9LRF10U05

TERM 3

Telling a long story

Grammar

Telling a long story

Vocabulary

Words from earlier units, in new contexts

Readers

Goomp Goomp Reader: telling a long story (coming)

Assessment

Check-ins and game evidence

Content descriptions

AC9LRF10C01, AC9LRF10C03,
AC9LRF10C05, AC9LRF10U02,
AC9LRF10U04, AC9LRF10U05

TERM 4

Showing what we know

Grammar

Review of the year's patterns

Vocabulary

Words from earlier units, in new contexts

Readers

Partner books and songs

Assessment

Task 2: Bilingual podcast, weeks 8–9

Content descriptions

AC9LRF10C05, AC9LRF10U01,
AC9LRF10U02, AC9LRF10U03

Achievement standard, end of Years 9–10. By the end of Year 10, students contribute to and extend interactions in Yugambeh language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They use complex structures to enhance meaning and cohesion. Students incorporate the features and conventions of spoken Yugambeh to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Yugambeh texts, using metalanguage. They understand that there are appropriate protocols that relate to learning and using Yugambeh. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Yugambeh, to evaluate how this learning influences their ideas and ways of communicating.

Year 10: week by week

Numbers are sheet numbers in the Book B.
Each week: about 25 minutes of sheets in a 60-minute lesson.

Week	Term 1: Gender and classes	Term 2: Projects on Country	Term 3: Telling a long story	Term 4: Showing what we know
Week 1	40 Notice: Gender and classes 41 Use it: Gender and classes	49 Advertising cultural heritage	42 Notice: Telling a long story 43 Use it: Telling a long story	68 Song: Society and change 69 Story frame: Time and cycles
Week 2	44 Caring for Country programs	50 Building new words	62 Languages: Comparing languages	72 Song: Society and change (3)
Week 3	45 Dual names	51 Advocacy action plan	63 Languages: Language revival 64 Stories that teach	73 Story frame: Time and cycles (3)
Week 4	46 Investigating an issue	56 Health and PE: Games from Country	65 Making and sharing	74 Song: Society and change (4)
Week 5	Revise, play and sing	57 Health and PE: Healthy bodies	66 Who we learn from	75 Story frame: Time and cycles (4)
Week 6	47 Responding to music	58 The Arts: Song writing	67 Yugambeh people today	76 Song: Society and change (5) 77 Story frame: Time and cycles (5)
Week 7	48 Bilingual presentation	59 The Arts: Design with meaning	68 Song: Society and change	78 Song: Society and change (6)
Week 8	Revise, play and sing	60 Technologies: Making with materials	69 Story frame: Time and cycles	79 Assessment 2: Bilingual podcast
Week 9	52 Read: Gender and classes 54 Check-in: Gender and classes	61 Technologies: Digital language	53 Read: Telling a long story 55 Check-in: Telling a long story	80 Assessment 2: my work
Week 10	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning	Flexible: catch up, a community visit, or a celebration of learning

Composite classes: two-year cycles

For classes that combine the two years of a band, such as Years 3 and 4 together.

Teach the whole class from the same book: **Book A in one year, Book B the next**, then repeat. Every student meets every unit once in the two years.

Band	Cycle A (e.g. 2027, 2029)	Cycle B (e.g. 2028, 2030)
● Years 1–2	Book A: I, you, he, she, Me, you, him, My and your, Showing what we know	Book B: With and having, This, that and how many, Who does it?, Showing what we know
● Years 3–4	Book A: One, two, many, For someone, Going to, Wanting	Book B: Saying not, After, without, having, Done, was, will, Where is it?
● Years 5–6	Book A: Who did what to whom?, Joining ideas, Asking questions, Isn't it?	Book B: In, at and with, Belonging to, Better than, From and through
● Years 7–8	Book A: In order to, While, After, Myself and each other	Book B: Making verbs, Making nouns, Irregular verbs, Saying and telling
● Years 9–10	Book A: If and when, Used to, was doing, Here, there, over there, Showing what we know	Book B: Gender and classes, Projects on Country, Telling a long story, Showing what we know

Students who begin the band in a Cycle B year meet Book B's patterns first. At the start of each unit, spend part of the first lesson on the matching Notice sheet from the Teacher's Edition, and use the game's focus words to bring earlier words back.

Reporting. Use the same task for everyone in the class that year, judged against the achievement standard for the band. The two-year cycle means every student completes both of the band's assessment tasks.

Starting part-way: the first year

In a school's first years, most students start part-way through the program.

Students starting in Years 3 to 10 begin with a Start Book, which covers the earlier bands' grammar and core words in one term. Years 1–2 starters spend two weeks on Foundation's core sheets, then begin Book A.

Starting in	Term 1 of the first year	Terms 2 to 4	The year after
Years 1–2	Weeks 1–2: Foundation core sheets (commands, doing now, classroom phrases). Weeks 3–9: Book A, Term 1	Book A, Terms 2 to 4 as planned	Book B
Start Book 1 Years 3–4	25 sheets in Term 1 W1: 1, 2, 3 · W2: 4, 5, 6 · W3: 7, 8, 9 · W4: 10, 11, 12 · W5: 13, 14, 15 · W6: 16, 17, 18 · W7: 19, 20, 21 · W8: 22, 23, 24 · W9: 25	Book A, all four units, across Terms 2 to 4 (about 30 minutes of sheets a week). Task 1 in Term 4.	Book B, as planned in this document
Start Book 2 Years 5–6	31 sheets in Term 1 W1: 1, 2, 3, 4 · W2: 5, 6, 7, 8 · W3: 9, 10, 11, 12 · W4: 13, 14, 15, 16 · W5: 17, 18, 19, 20 · W6: 21, 22, 23, 24 · W7: 25, 26, 27, 28 · W8: 29, 30, 31	Book A, all four units, across Terms 2 to 4 (about 30 minutes of sheets a week). Task 1 in Term 4.	Book B, as planned in this document
Start Book 3 Years 7–10	39 sheets in Term 1 W1: 1, 2, 3, 4, 5 · W2: 6, 7, 8, 9, 10 · W3: 11, 12, 13, 14, 15 · W4: 16, 17, 18, 19, 20 · W5: 21, 22, 23, 24, 25 · W6: 26, 27, 28, 29, 30 · W7: 31, 32, 33, 34, 35 · W8: 36, 37, 38, 39	Book A, all four units, across Terms 2 to 4 (about 30 minutes of sheets a week). Task 1 in Term 4.	Book B, as planned in this document

Numbers are Start Book sheet numbers. Teaching notes and answers are in the Teacher's Edition for each band.

Foundation: content descriptions

Where each content description is taught (year and term) and assessed.

Code	Content description	Taught	Assessed
AC9LRFF01	With support, recognise and communicate meaning in Yugambeh	Prep T1, Prep T2, Prep T3, Prep T4	Task 1, Task 2
AC9LRFF02	Explore, with support, language features of Yugambeh, noticing similarities and differences between Yugambeh and English	Prep T1, Prep T2, Prep T3	Task 1
AC9LRFF03	Identify connections between language and culture	Prep T1, Prep T2, Prep T3, Prep T4	Task 2

Years 1–2: content descriptions

Where each content description is taught (year and term) and assessed.

Code	Content description	Taught	Assessed
AC9LRF2C01	Recognise and respond to modelled greetings, instructions and routines; and personal introductions	Year 1 T1, Year 1 T2, Year 1 T3, Year 1 T4, Year 2 T1, Year 2 T2, Year 2 T3	Task 1
AC9LRF2C02	Participate in a range of guided, play-based language activities, using formulaic expressions and visual and spoken cues	Year 1 T2, Year 1 T3, Year 1 T4, Year 2 T2, Year 2 T3, Year 2 T4	Task 1
AC9LRF2C03	Locate, with support, key information in familiar texts and respond using gestures, images, words and formulaic phrases	Year 1 T2, Year 1 T3, Year 1 T4, Year 2 T2, Year 2 T3, Year 2 T4	Task 2
AC9LRF2C04	Notice that language carries cultural meaning in greetings, introductions, instructions and routines	Year 1 T1, Year 1 T2, Year 1 T3, Year 2 T1, Year 2 T2, Year 2 T3	–
AC9LRF2C05	Use words, familiar phrases and modelled language to create spoken, written and multimodal texts	Year 1 T1, Year 1 T2, Year 1 T3, Year 1 T4, Year 2 T1, Year 2 T2, Year 2 T3, Year 2 T4	Task 2
AC9LRF2U01	Recognise that Yugambeh has an oral tradition; and reproduce the sounds and rhythms of Yugambeh	Year 1 T1, Year 1 T2, Year 1 T4, Year 2 T1, Year 2 T2, Year 2 T4	Task 1
AC9LRF2U02	Recognise that Yugambeh has language conventions and has an oral tradition that can be represented in written form	Year 1 T1, Year 1 T2, Year 1 T3, Year 1 T4, Year 2 T1, Year 2 T2, Year 2 T3	Task 1
AC9LRF2U03	Notice that Yugambeh has features that may be similar to or different from English	Year 2 T3, Year 2 T4	Task 2
AC9LRF2U04	Recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and Peoples	Year 1 T2, Year 1 T3, Year 1 T4, Year 2 T3, Year 2 T4	Task 2
AC9LRF2U05	Notice that people use language in ways that reflect cultural identity	Year 1 T3	–

Years 3–4: content descriptions

Where each content description is taught (year and term) and assessed.

Code	Content description	Taught	Assessed
AC9LRF4C01	Initiate exchanges and respond to modelled questions about self, others and the learning environment, using formulaic expressions	Year 3 T1, Year 3 T2, Year 3 T3, Year 3 T4, Year 4 T1, Year 4 T2, Year 4 T3, Year 4 T4	Task 2
AC9LRF4C02	Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures	Year 4 T1	–
AC9LRF4C03	Locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts	Year 3 T1, Year 3 T2, Year 3 T3, Year 3 T4, Year 4 T1, Year 4 T2, Year 4 T3, Year 4 T4	Task 1
AC9LRF4C04	Develop strategies to comprehend and adjust Yugambeh language in familiar contexts to convey cultural meaning	Year 3 T1, Year 3 T2, Year 3 T3, Year 3 T4, Year 4 T1, Year 4 T2, Year 4 T3	Task 1
AC9LRF4C05	Create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions	Year 3 T1, Year 3 T2, Year 3 T3, Year 3 T4, Year 4 T1, Year 4 T2, Year 4 T3, Year 4 T4	Task 2
AC9LRF4U01	Recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Yugambeh to form words and phrases	Year 3 T1, Year 3 T3, Year 3 T4, Year 4 T1, Year 4 T3, Year 4 T4	Task 2
AC9LRF4U02	Recognise Yugambeh language conventions, grammatical structures and basic syntax, in familiar texts and contexts	Year 3 T1, Year 3 T2, Year 3 T3, Year 3 T4, Year 4 T1, Year 4 T2, Year 4 T3, Year 4 T4	Task 1
AC9LRF4U03	Recognise familiar Yugambeh language features and compare with those of English, in known contexts	Year 3 T1, Year 3 T2, Year 3 T4	Task 1
AC9LRF4U04	Recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation	Year 3 T3	–
AC9LRF4U05	Identify connections between Yugambeh language, culture, Country/Place and identity	Year 4 T2, Year 4 T4	Task 2

Years 5–6: content descriptions

Where each content description is taught (year and term) and assessed.

Code	Content description	Taught	Assessed
AC9LRF6C01	Initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment	Year 5 T1, Year 5 T2, Year 5 T3, Year 5 T4, Year 6 T1, Year 6 T2, Year 6 T3, Year 6 T4	Task 1
AC9LRF6C02	Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas	Year 5 T1, Year 5 T2, Year 5 T4, Year 6 T1, Year 6 T2	Task 1
AC9LRF6C03	Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose	Year 5 T1, Year 5 T2, Year 5 T3, Year 5 T4, Year 6 T1, Year 6 T2, Year 6 T3, Year 6 T4	Task 2
AC9LRF6C04	Apply strategies to interpret and convey meaning in Yugambeh language in familiar non-verbal, spoken and written cultural contexts	Year 5 T1, Year 5 T2, Year 5 T3, Year 6 T1, Year 6 T3	–
AC9LRF6C05	Create and present a range of informative and imaginative spoken, written and multimodal texts, using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type	Year 5 T1, Year 5 T2, Year 5 T3, Year 5 T4, Year 6 T1, Year 6 T2, Year 6 T3, Year 6 T4	Task 2
AC9LRF6U01	Apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to known words and phrases	Year 5 T1, Year 5 T2, Year 5 T3, Year 6 T1, Year 6 T3	–
AC9LRF6U02	Use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts	Year 5 T1, Year 5 T2, Year 5 T3, Year 5 T4, Year 6 T1, Year 6 T2, Year 6 T3, Year 6 T4	Task 1
AC9LRF6U03	Compare some Yugambeh language structures and features with those of English, using some familiar metalanguage	Year 5 T2, Year 5 T4, Year 6 T2, Year 6 T4	Task 1, Task 2
AC9LRF6U04	Understand how Yugambeh and Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened	Year 5 T3, Year 6 T1, Year 6 T2, Year 6 T4	Task 2
AC9LRF6U05	Recognise that identity is shaped by language(s), culture(s) and Country/Place, and that this impacts on communication	Year 5 T1, Year 5 T3, Year 6 T1, Year 6 T3	–

Years 7–8: content descriptions

Where each content description is taught (year and term) and assessed.

Code	Content description	Taught	Assessed
AC9LRF8C01	Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others	Year 7 T1, Year 7 T2, Year 7 T3, Year 7 T4, Year 8 T1, Year 8 T2, Year 8 T3, Year 8 T4	–
AC9LRF8C02	Collaborate in activities that involve the language of transaction, negotiation and problem-solving, to plan projects and events	Year 7 T4, Year 8 T1	Task 1
AC9LRF8C03	Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience	Year 7 T1, Year 7 T2, Year 7 T3, Year 7 T4, Year 8 T1, Year 8 T2, Year 8 T3, Year 8 T4	Task 2
AC9LRF8C04	Interpret and adjust non-verbal, spoken and written language to convey meaning in Yugambeh language in familiar and some unfamiliar cultural contexts	Year 7 T1, Year 7 T2, Year 7 T3, Year 7 T4, Year 8 T1, Year 8 T2	Task 1
AC9LRF8C05	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures and features, and conventions appropriate to text type and context	Year 7 T1, Year 7 T2, Year 7 T3, Year 7 T4, Year 8 T1, Year 8 T2, Year 8 T3, Year 8 T4	Task 2
AC9LRF8U01	Apply knowledge of conventions of spoken Yugambeh to enhance fluency, and respond to and create texts, in familiar and some unfamiliar contexts	Year 7 T1, Year 7 T2, Year 7 T3, Year 8 T1	–
AC9LRF8U02	Apply understanding of grammatical structures and features to compose and respond to texts	Year 7 T1, Year 7 T2, Year 7 T3, Year 7 T4, Year 8 T1, Year 8 T2, Year 8 T3, Year 8 T4	Task 1
AC9LRF8U03	Reflect on similarities and differences between Yugambeh and English language structures and features, using metalanguage	Year 7 T1, Year 7 T2, Year 8 T2, Year 8 T4	Task 2
AC9LRF8U04	Reflect on how language conveys cultural knowledge, practices and norms	Year 7 T1, Year 7 T2, Year 7 T3, Year 7 T4, Year 8 T2	Task 1
AC9LRF8U05	Reflect on and explain how identity is shaped by language(s), culture(s), and Country/Place, and how these impact on communication	Year 7 T1, Year 7 T3, Year 8 T2, Year 8 T3, Year 8 T4	Task 2

Years 9–10: content descriptions

Where each content description is taught (year and term) and assessed.

Code	Content description	Taught	Assessed
AC9LRF10C01	Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others	Year 9 T1, Year 9 T2, Year 9 T3, Year 9 T4, Year 10 T1, Year 10 T3	Task 1
AC9LRF10C02	Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences	Year 9 T1, Year 10 T1, Year 10 T2	–
AC9LRF10C03	Evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience	Year 9 T1, Year 9 T2, Year 9 T3, Year 9 T4, Year 10 T1, Year 10 T3	Task 1
AC9LRF10C04	Interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts	Year 9 T1, Year 9 T2, Year 9 T3, Year 10 T1	–
AC9LRF10C05	Create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	Year 9 T1, Year 9 T2, Year 9 T3, Year 9 T4, Year 10 T1, Year 10 T2, Year 10 T3, Year 10 T4	Task 2
AC9LRF10U01	Apply features and conventions of spoken Yugambeh to extend fluency in responding to and creating texts in familiar and unfamiliar contexts	Year 9 T1, Year 9 T2, Year 9 T3, Year 10 T4	Task 2
AC9LRF10U02	Apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas	Year 9 T1, Year 9 T2, Year 9 T3, Year 10 T1, Year 10 T2, Year 10 T3, Year 10 T4	Task 2
AC9LRF10U03	Reflect on and evaluate Yugambeh texts, using metalanguage to analyse language structures and features	Year 9 T1, Year 9 T2, Year 10 T4	Task 2

Assessment and reporting calendar

Two formal tasks per band, plus ongoing evidence.

Band	First year of the band	Second year of the band
● Foundation	Prep: Task 1: Goomp Goomp says, Term 2	Prep: Task 2: My Country picture talk, Term 4
● Years 1–2	Year 1: Task 1: All about me, Term 4	Year 2: Task 2: My little book, Term 4
● Years 3–4	Year 3: Task 1: Where did they go?, Term 4	Year 4: Task 2: Our day on Country, Term 4
● Years 5–6	Year 5: Task 1: Interview a partner, Term 4	Year 6: Task 2: A guide to a place on Country, Term 4
● Years 7–8	Year 7: Task 1: Planning an event, Term 4	Year 8: Task 2: A story of our people, Term 4
● Years 9–10	Year 9: Task 1: Oral history, Term 4	Year 10: Task 2: Bilingual podcast, Term 4

Semester 1 reports. Use the Check-in sheets from Terms 1 and 2, observations, and the evidence in the teacher's panel (words known, stage reached, and the game's suggested level).

Semester 2 reports. Use the year's assessment task, judged with the marking guide in the Teacher's Edition. The teacher's panel drafts a report comment for each student from the comment bank.



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