



Student's Name

Class

Words	Yr Lvl	Milya-pinyi karna yirdi purda-nyanja-warnu Knowing		Wangkami karna nyampuju yirdi Saying		Riiti-mani karna nyampuku yirdi Reading		Yirrarmi karna nyampuju yirdi Writing or Representing	
		Pre test	Post Test	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test
eg. <b>Juka-juka</b>	date	April 2025	June 2025 ✓	April 2025	June 2025 ✓	April 2025	June 2025 ✓	April ✓	June 2025 ✓
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									



## Warlpiri Theme – Vocabulary Assessment Checklist

<b>Year</b>		<b>Term, Year</b>		<b>Warlpiri Theme</b>	
<b>Class</b>					
<b>Teaching Team</b>					

Select the appropriate level for your class.

<b>Nyalali, Wirriya-wirriya</b> Preschool / EYLF	<b>Nyalali, Wirriya-wirriya</b> Transition – Year 2 / Band 1	<b>Kamina kamina, Yaparranji</b> Year 3 – 4 / Band 2	<b>Kurdojo-janka, Wantinjangu</b> Year 5 – 6 / Band 3	<b>Kurdiji-janka, Jara-parnta,</b> Wantinjangu Years 7 – 9+ / Band 4
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List the words you will be assessing in the columns below.


Word Lists				PS	Band 1 T-2	Band 2 3-4	Band 3 5-6	Band 4 7+
ngurra	camp, home	ngulya	burrow					
manja	mulga	pirnki	cave					
pirli	hills, rocks	walyiri	soft sand					
yarlu	open plain	pati	hard ground					
manangkarra	spinifex	yarlu	open plain					
ngalyarrpa	sand dunes	yuurrku	mulga forest					
yarturlu	boulders	ngalyarrpa, jilja	sand dunes					
maliri	claypan	marrkalypa, warriji	gravel					
ngarnka	cliff	nganjurrngu, parlju	mud					
Yurntumu	Yuendumu	Wakurlpa	Rock Hill					
Nyirrpi	Jirrilparnta	Mijilyparnta	Mission Creek					
Wirliyajarrayi	Willowra	Kanaji	Giant's hole					
Lajamanu	Hooker Creek	Pakuri	Bagary					
Alekarenge	Warrabri	Kirrirdi	Kerridy Creek					
Pupanyi	Papunya	Juka-juka	ngapa dreaming					
Mbantuwa	Alice Springs	Warlura	8 mile dam					
Larumba	Napperby	Yinilkimpi	ngapa dreaming					
Yuelumu	Mt Allen	Ngali-kirlangu	emu and turkey dreaming					
Yimampi		Ramarra kujurnu	gap					
Waturlpunyu	Christmas bore	Wanilpuru	rock hole					

## NT ILC Achievement Standards Linked to the Ngurra, Ngurrara Walya 'Home & Country' Theme

### **By the end of Band 1 students:**

CCL1.1 Recognise some traditional connections to country through different kin.

CCL2.2 Identify, locate and represent some important features and/or places on Country

CNE1.1 Identify common plant and animal foods and where they live and classify them according to some different classifications, eg: edible/non-edible; meat/ vegetable; sea dwellers.

CNE1.6 Identify actions/activities that damage country and ones that protect country.

### **By the end of Band 2 students:**

CCL2.1 Describe traditional kin connections to Country, including some important features and/or places and the rules and ways to approach Country, especially when it is not theirs.

CNE2.1 Describe signs, including tracks that show the location of plants, animals, birds, seafood, fish and the ways that they are used in daily life.

CNE2.4 Participate in making artefacts; describe materials and processes for making and using traditional tools, artefacts, shelter and fire; explain how these are suitable for what they are used for, eg: shelters for wet weather, shade; or vessels for carrying water; fishing spears and spears for meat.

CNE2.6 Describe, locate and represent people, animals and activities that benefit, protect or damage country

### **By the end of Band 3 students:**

CCL3.1 Explain and represent ways that Aboriginal people and non-Aboriginal people understand land ownership and land use on their own Country, around the community, and at regional, Territory and national levels

CNE3.1 Take part in, and compare traditional and non-traditional ways of gathering, preparing and generating food and technologies such as tools, shelters and medicine.

CNE3.4 Compare ways of caring for Country in the past and now.

### **By the end of Band 4 students:**

CCL4.1 Explain ways that traditional, modern Aboriginal and non-Aboriginal understandings of land and land ownership can differ; and mechanisms for resolving conflicts, such as shared land use agreements, land rights, native title and Indigenous Protected Areas.

CNE4.1 Take part in, and describe appropriate practices, roles and responsibilities in traditional ways of gathering, preparing and generating food and technologies for living, such as tools, shelters and medicine, combining their understandings of seasons and other cyclical change to do this.

# Links to Other Australian Curriculum Learning Areas

## English

English learn about English laws concerning land ownership. The difference between a pastoral lease and freehold land. How is land passed down or bought. Mining rights. CLC's role.

## Maths

Measure the distance to places by road in kilometres. Work out the scale of the outstations map. Work out distances in a straight line. Work out distances N.S.E.W to measure the extent of Warlpiri country. Work out the area of Warlpiri IPAs and the area of pastoral leases.

## Science

Learn about geology. Learn to read a topographical map. Learn how different rocks were formed. What sort of rocks in the hills here. Learn about gold at Granites. What rock is it in?

**The Arts** – Making a profile of your own country using powerpoint e.g. take photos of important features, and put on slides with captions; make up a song about country and record a performance.



**HASS – History:** Recognising the significance of events in the past e.g. Warlpiri land claims, the story of Willowra Community; **Geography:** Recording and representing information about country e.g. through a mind map, or a poster. Describing location of places using directions.

Bush food is healthy food - fresh, organic high in protein and vitamins.

## Health & Physical Education –

Hunting life was a healthy life, lots of exercise. Today people have to exercise playing sport, walking, running, dancing, skipping...

## Technologies –

Wild harvest of edible seeds - growing crops, making flour. Spinning hairstring - spinning wool, cotton to make cloth