

# Nyalali, Wirriya-wirriya

## Transition - Years 1 & 2 NT ILC BAND 1

**kirri**, - community. Draw a picture.

Yani karlipa nyanjaku japi - shop

kiliniki - clinic      jaaji - church

Yurkunu-kurlangu - police station

jarlu-patu-kurlangu - old people's

kurdu-kurdu-kurlangu - child care,

karnta-karnta-kurlangu - Women's Centre

manu nyiya kuja karlipa mardarni  
nyampurula kiringka?

**ngurra**, - your home, draw a picture.

Nyiya-pala yapa kalu ngunami  
nyuntu-nyangurla?

Draw your family. Teacher can label.

Nyiya kanpa mardarni nyuntu-nyangu  
ngurrangka? What do you have at  
home? Draw a picture.



**Nyarrpara nyuntu-nyangu ngurra?**

**Jiily-ngarrika manu wangkaya.**

Where is your home?

Point and say the direction

**Karlarra** - west

**Yatjarra** - north

**Kakarrara** - east

**Kurlirra** - south

**wirlinyi**, - hunting trip

Nyarrpara-kurra karlipa yani kuurlu-kurlu?

Where do we go on school trips?

Mijily-parnta - Mission Creek, Juka-juka

Kanaji - Giant's hole

Wakurlpa - Miri-jarra

Warlura, -Wanilpuru

Kirrirdi Creek

**jukurrpa** - What is the dreaming for the  
place we go to?

Purda-nyanyi karlipa jarlu-patu wangkanja-  
kurra jukurrpa-kurlu.

We listen to elders telling the story

Nyiya-pala jarntu kanpa mardarni  
nyuntu-nyangu ngurrangka? Yirdi-manta  
How many dogs do you have at home?  
What are their names?

**wirlinyi wita nyampu-wana**, - yani karlipa

nyanjaku wirliya, nyiya kalu wapanjayani

nyampu-wana manu nyiya kalu pardimi

watیارla, marnangka nyampu-wana.

We look for tracks. What creatures live around  
here? What trees and plants grow around here.

**Nyuntu-nyangu ngurrara warlalja**

your own country or out station

Warringiyi, jaji-nyanu, pimirdi-kurlangu.

Milya-pinjaku manu yirdi-maninjaku.

Nyiya-nyuntu-nyangu jukurrpa?

What is your Dreaming?

Nyiyarla kalu kuyu nyina,  
ngurrangka?

Where are animals'  
homes?

Ngulyangka, a burrow

Watیارla, in a tree

Marnangka, in the grass

Ngapangka - by water

pirlingka - in the hills

karrungka - in the creek

Nyiya-piya nguru -

What is the country like?

pirli - hills, rocks

karru - creek

yuurrku - forest

manangkarra - spinifex

yarlu - open country

ngalyarrpa - sand hills

**Kirda, Ngana kirda nyuntu-nyangu ngurraraku?**

What skin names are the owners of your  
country and your dreaming?

**Kuyu manu miyi ngurrararla?**

What bush food can you get on  
your country?

**Ngurra nyurruwiyi**

**Yujuku, yunta, yama, warlu**

Humpy, wind break, shade, fire

# Ngurra, Ngurrara, Walya

## NT ILC Band 1: Years 1 and 2



Yirdi-wati pina-jarrinjaku

pirli

karrru /yulpayi

yarlu

manja

ngurra, yujuku

walya, walyiri

manangkarra

Wakurlpa

Warlura

Mijily-parnta

Juka-juka

Wanilpuru

Lungkarda-muju

Kanaji

-muju

yatijarra

kakarrara

kurlirra

karlarra

## Knowledge

- Names of different land features, hills, creeks, forest, plains, sand, spinifex etc.
- What lives in different habitats, birds, lizards, frogs...
- Know native and feral animals.
- Name of own families country or out station.
- Where their own home is in the community.
- How to find their home on a map of community
- Know places in the community - shop, pool, church, art centre, council office, Centrelink, Police station etc.
- Know what these places are for. Why do we go there?
- Find these places on the map.
- What shelters did people have before white people.
- Names of places we go to around here.
- What is the dreaming for each place we visit.
- Directions, name the direction and point.
- Know in which direction are places around the community.

## Skills

- Point to and name pictures land features
- Talk about hills, creeks, forest, plains
- Talk about what lives in different places.
- Talk about places they have been to with their family. Name and point the direction.
- Name and point to their family's country.
- Find their home on a map or air photo of the community.
- Find other places on the map, shop, pool, church, art centre, council office, Centrelink, Police station, football oval etc.
- Join in group reading books about places in the community at their reading level. Talk about these places
- Listen to elders telling stories on excursions. talk about the story. Draw pictures.
- Sing songs about places.

# Ngurra, Ngurrara, Walya

## NT ILC Band 1:



### Activities for Years T/1/2 and also for Preschool

- Point and name the land features in the wall charts.
- Talk about what might live in each place.
- Pick children to point to the given wall chart and talk about it.
- Name and talk about their own family's country or out station.
- Tell a story and draw a picture about going bush with their family.
- Name the directions and point, yatijarra, karlarra, kurlirra, kakarrara . Ask questions like, "Nyarrpara japu?"
- Point and name the direction of their own home.
- Draw a picture of their own home and who lives there.
- Find their own home on a map or air photo.
- Visit places in the community, shop, police station, art centre. etc.
- Make a class book of children's drawings of places in the community.
- Find places on the map, shop, pool, church, art centre, council office, Centrelink, Police station, football oval etc.
- Make a model of the community. Draw the roads. make buildings.
- Excursions Listen to a story about a jukurrpa place and talk about it.
- Talk about how people kept warm, cool , dry in the old days.
- Make a humpy.

By the end of Band 1 students:

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

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

CNEI.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.

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



# Resources T/ 1 / 2

yatijarra

karlarra

kakarrara

kurlirra

karapurda

wantangka

kuluwa

yulyurru

marla

muluwurru

manangkarra

Juka-juka

Ramarrakujurnu

Kanaji

ngalyar

karru

manja

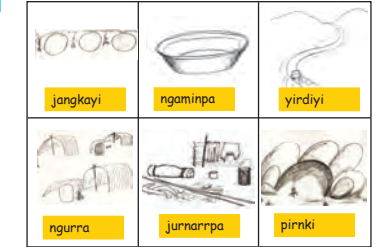
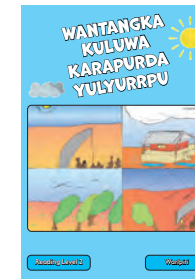
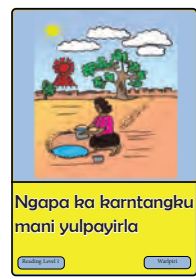
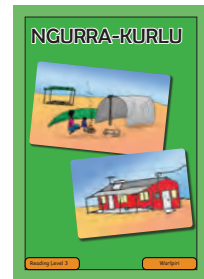
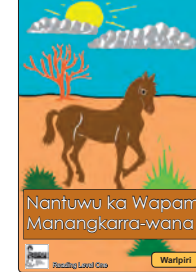
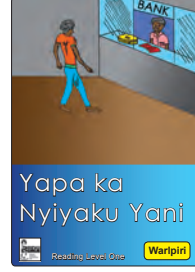
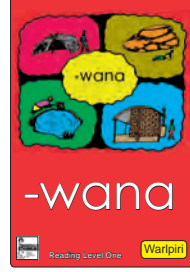
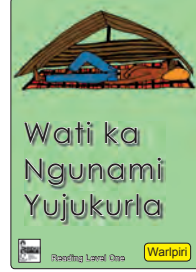
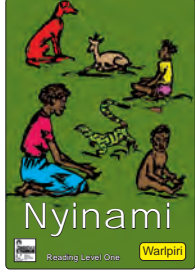
yarlu

Wanilpuru

Mijily-parnta

Wakurlpa

Miri-jarra



ngurra walya picture bingo

# How will we gather evidence of students learning?



*Teaching teams choose a focus from the Warlpiri Theme Cycle.*

*Teaching teams choose achievement standards from the NT ILC to guide assessment of students.*

*Decide how you will gather evidence of students learning*

*Put together portfolios for each student including work samples, checklists, transcriptions, photos etc. to keep a record of their learning*

**What Achievement**

**Standards are we using to assess?**

LSB1-2.3 Specific language – name the directions

LSB2-3.1 Listen to elders, traditional owners and caretakers tell stories about country.

\*LSB2-3.2 Listen to others

CC2 1.4 Retell stories

\* SB2- 3.2 Listen to others.

Each student to listen to each other's presentation

RVB1-2.1 Draw animals in their habitat

*What will students learn?*

*How will we gather evidence of students learning?*
