

## Spanish Years 3 and 4 Course Overview – Year C 2019

Further information can be found in the Module Planner and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b> <i>NUUESTRA CASA TIERRA</i> <b>OUR EARTH, OUR HOME</b>	<b>Module 2:</b> <i>DE PASEO</i> <b>TRAVELLING</b>	<b>Module 3:</b> <i>NUUESTRO MUNDO ANIMAL</i> <b>OUR ANIMAL WORLD</b>	<b>Module 4:</b> <i>CUIDADO Y RESPECTO</i> <b>CARE AND RESPECT</b>
<p><b>KEY QUESTIONS:</b> How does the weather impact on the way we live? Do our homes reflect our environment?</p> <p><b>KEY CONCEPTS:</b> Community, membership</p> <p><b>KEY PROCESSES:</b> Describing, noticing</p>	<p><b>KEY QUESTION:</b> How do we get around Spanish speaking countries?</p> <p><b>KEY CONCEPTS:</b> Journey, cooperation</p> <p><b>KEY PROCESSES:</b> Contributing, suggesting</p>	<p><b>KEY QUESTIONS:</b> Do all animals need protection? Can we create a safe world for our animals?</p> <p><b>KEY CONCEPTS:</b> Place, Identity</p> <p><b>KEY PROCESSES:</b> Recognizing, describing.</p>	<p><b>KEY QUESTIONS:</b> Can we protect our environment? How can we all plan for a better future?</p> <p><b>KEY CONCEPTS</b> Expression, pattern, reflection</p> <p><b>KEY PROCESSES:</b> Exploring, discussing, presenting.</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and songs</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Locate specific items of information in texts using early literacy skills</p> <p style="text-align: center;"><b>SYSTEMS OF LANGUAGE</b></p> <p>Understand that language is organised as texts</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Give factual information about people, objects, places and events in texts supported by digital texts, graphics or illustrations</p> <p style="text-align: center;"><b>SYSTEMS OF LANGUAGE</b></p> <p>Notice and use some aspects of the Spanish language grammar, including gender forms,</p>

<p><b>REFLECTING</b> Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection</p>	<p><b>CREATING</b> Create short imaginative texts such as dialogues and stories using modelled language</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Identify the variety of languages represented in the school, local community and general Australian population</p>	<p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p> <p><b>TRANSLATING</b> Create simple bilingual texts</p>	<p>simple sentence structures and the placement of adjectives</p> <p><b>REFLECTING</b> Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that language use varies according to the participants' age, gender and relationship, and the context of use</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas</p>
--	--	---	--

**Across the year** 

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

**Celebration:** annual cycle of celebrations as appropriate

**Years 3 and 4 Achievement Standard**

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?*. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*. Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities



and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?*

*Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels*

Updated 30 Jan 2019