

## Spanish R – 2 Course Overview – Year C 2019

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

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>MI JARDIN (MY GARDEN)</b>	<b>NUESTRO MEDIO AMBIENTE (OUR ENVIRONMENT)</b>	<b>MIS MASCOTAS (MY PETS)</b>	<b>PLÁTANOS SIN PIJAMAS (BANANAS WITHOUT PAJAMAS)</b>
<p><b>KEY QUESTION:</b> What living things are there in my garden?</p> <p><b>KEY CONCEPTS:</b> Play, action, pronunciation</p> <p><b>KEY PROCESSES:</b> Describing, performing, noticing and identifying</p>	<p><b>KEY QUESTIONS:</b> What's the weather like? How different are our homes?</p> <p><b>KEY CONCEPTS:</b> Play, action, selecting</p> <p><b>KEY PROCESSES:</b> Participating, performing, listening</p>	<p><b>KEY QUESTIONS:</b> Why are pets important to me? How do we look after our pets? <i>¿Cómo cuidamos nuestras mascotas?</i></p> <p><b>KEY CONCEPTS:</b> Self, favourite and possession</p> <p><b>KEY PROCESSES:</b> Describing, singing and noticing</p>	<p><b>KEY QUESTION:</b> What food can go into my lunch box?</p> <p><b>KEY CONCEPTS:</b> Equivalence, similarity, difference</p> <p><b>KEY PROCESSES:</b> Naming, labelling, comparing</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>Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Participate in shared reading, or viewing or listening to short imaginative texts and respond</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists,</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present factual information about self, family, friends and everyday objects using simple statements and support materials</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present factual information about self, family, friends and everyday objects using simple statements and</p>

<p>through mime, drawing and dance</p> <p><b>TRANSLATING</b> Translate frequently used words and simple phrases using visual cues and resources such as word lists</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that the English and Spanish languages borrow words from each other</p>	<p>songs, rhymes and stories, and use information to complete guided spoken and written tasks</p> <p><b>TRANSLATING</b> Translate frequently used words and simple phrases using visual cues and resources such as word lists.</p> <p><b>REFLECTING</b> Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'.</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand that languages is organised as text and recognise features of familiar texts such as charts, labels, rhymes and stories</p>	<p><b>CREATING</b> Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression</p> <p><b>REFLECTING</b> Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community</p> <p><b>SYSTEMS OF LANGUAGE</b> Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers</p>	<p>support materials</p> <p><b>TRANSLATING</b> Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers</p>
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**Across the year** 

**Reading program:** age appropriate readers, which support the language learning.

**Spanish Reception – Year 2 Achievement Standard**

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). They use simple repetitive language and respond to simple instructions

when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll, ñ, rr/r g/j, c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.

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

Updated 25 Jan 2019