

## Spanish R-2 Course Overview – Year B 2021

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

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b> <b>JUGANDO APRENDO I PLAY AND LEARN!</b></p> <p><b>KEY QUESTION:</b> ¿Cuales son mis pasatiempos? (What are my hobbies?)</p> <p><b>KEY CONCEPTS:</b> Play, Leisure, Identity</p> <p><b>KEY PROCESSES:</b> Participating, Performing, Turn taking, Sorting and following instructions, Reading</p>	<p><b>Module 2:</b> <b>ASI ME CUIDO THAT'S THE WAY I LOOK AFTER MY HEALTH</b></p> <p><b>KEY QUESTION:</b> ¿Como cuido mi salud? (How do I look after my health?)</p> <p><b>KEY CONCEPTS:</b> Self, Family, Friendship, Belonging</p> <p><b>KEY PROCESSES:</b> Listening, Speaking, Belonging, Introducing, Participating and naming</p>	<p><b>Module 3:</b> <b>MUEVETE KEEP ACTIVE</b></p> <p><b>KEY QUESTION:</b> ¿Qué deportes conozco? (What makes me move?)</p> <p><b>KEY CONCEPTS:</b> Play, Action, Exchange, Routines</p> <p><b>KEY PROCESSES:</b> Listening, Speaking, Belonging, Introducing</p>	<p><b>Module 4:</b> <b>UMM, UMM BUEN PROVECHO YUM YUM ENJOYING FOOD</b></p> <p><b>KEY QUESTION:</b> ¿Qué me gusta comer? (Which foods do I enjoy?)</p> <p><b>KEY CONCEPTS:</b> Culture, Food, Health</p> <p><b>KEY PROCESSES:</b> Participating, Performing, Listening</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things</p> <p><b>INFORMING</b> Present factual information about self, family, friends and everyday objects using simple statements and support materials</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions</p> <p><b>CREATING</b> Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and acting</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in guided group activities and simple transactions such as charts, lists, songs, and rhymes, using modelled repetitive language</p> <p><b>INFORMING</b> Locate specific words and expressions in simple print, oral and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided oral</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language</p> <p><b>CREATING</b> Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and</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>LANGUAGE VARIATION AND CHANGE</b> Recognise that in Spanish different words and <a href="#">language</a> forms are used to address and greet people according to relationship, <a href="#">context</a> 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>	<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>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>LANGUAGE VARIATION AND CHANGE</b> Recognise that Spanish is one of many languages spoken around the world and Australia</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 between Spanish speakers and Australian English-speakers</p>	<p>non-verbal forms of expression.</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>REFLECTING</b> Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s)</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand that language is organised as text and recognise features of familiar texts such as charts, labels, rhymes and stories</p>
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Across the year 

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

### Reception to 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.***