

Spanish Years R-2 Course Overview – Year C 2022

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1: TO BEE OR NOT TO BEE</p> <p>KEY QUESTIONS: What is our world like?</p> <p>KEY CONCEPTS: play, action, identity</p> <p>KEY PROCESSES: describing, performing, noticing identifying</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language</p> <p>CREATING Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance.</p> <p>TRANSLATING Translate frequently used words and simple phrases using</p>	<p>Module 2: OUR ENVIRONMENT</p> <p>KEY QUESTIONS: How different are our homes? How can we help our environment?</p> <p>KEY CONCEPTS: play, action</p> <p>KEY PROCESSES: participating, performing, listening</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language.</p> <p>INFORMING Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks.</p>	<p>Module 3: AS FRIENDLY AS A PUPPY</p> <p>KEY QUESTIONS: What makes a friend?</p> <p>KEY CONCEPTS: self, favourite and possession</p> <p>KEY PROCESSES: observing, expressing, sharing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things</p> <p>INFORMING Present factual information about self, family, friends and everyday objects using simple statements and support materials.</p> <p>CREATING Create and perform simple imaginative texts that involve repetitive language, experimenting</p>	<p>Module 4: BANANAS IN PYJAMAS</p> <p>KEY QUESTION: What is in my lunch box?</p> <p>KEY CONCEPTS: equivalence, similarity, difference</p> <p>KEY PROCESSES: naming, labelling, comparing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions</p> <p>INFORMING Present factual information about eating habits, healthy v/s fast food, different dishes around Spanish speaking countries.</p> <p>TRANSLATING Create simple print or digital texts that use both Spanish and</p>

<p>visual cues and resources such as word lists</p> <p>SYSTEMS OF LANGUAGE 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>TRANSLATING Translate frequently used words and simple phrases using visual cues and resources such as word lists.</p> <p>SYSTEMS OF LANGUAGE Understand that languages is organised as text and recognise features of familiar texts such as charts, labels, rhymes and stories</p>	<p>with sound patterns, rhymes and non-verbal forms of expression</p> <p>SYSTEMS OF LANGUAGE 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>English, such as labels, captions, wall charts and picture dictionaries</p> <p>ROLE OF LANGUAGE AND CULTURE Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers</p>
---	---	--	---

Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

Whole class big book creation: students' collaborated work based on teacher- selected themes related to the modules

Spanish Years R-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.