

Reception to year 6

Languages

Spanish

September 2021

Scope and sequence

V1.0



Government
of South Australia

Department for Education

Languages – Spanish: Reception to year 6

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Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This Spanish scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 2	Year 4	Year 6
<p>Skills</p> <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • interact with teachers and peers through action-related talk and play • introduce themselves and exchange greetings and farewells • use simple repetitive language • respond to simple instructions when participating in classroom routines, games and shared activities • use visual, non-verbal and contextual cues, such as, intonation, gestures and facial expressions to help make meaning • reproduce distinctive sounds of the Spanish language, including the sounds for the letters <i>ll, ñ, rr/r g/j, c</i> and <i>y</i> • identify specific words and expressions in simple texts, such as, names of people, places or objects • convey factual information about self, family, friends and favourite things at word and simple sentence level • respond to and create simple spoken and written texts using modelled examples and formulaic language. • use gender, simple verb forms, definite articles and vocabulary related to familiar environments to describe people, places and things • translate frequently used words and simple phrases, using visual cues and word lists • create simple print and digital texts in both Spanish and English • identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures. <p>Understandings</p> <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • know that Spanish uses the same alphabet as English when written, except for <i>ñ</i> • identify features of familiar texts • give examples of how different titles are used to address people in different situations • identify Spanish as one of many languages spoken in Australia 	<p>Skills</p> <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • interact with teachers and peers in classroom routines, action-related talk and play • use formulaic expressions when participating in classroom routines and collaborative activities, such as, complimenting others, requesting help and seeking permission • interpret visual, non-verbal and contextual cues, such as, intonation, gestures and facial expressions to help make meaning • make statements using the present tense and the present + infinitive form, about aspects of their lives, such as, school, home and everyday routines • approximate Spanish pronunciation and intonation in simple statements • gather information relating to own and others’ lifestyles and present information at sentence level in simple texts • make simple statements about characters, themes and their own reactions in response to imaginative texts • use modelled sentence structures to compose short original texts using conjunctions and prepositions • use vocabulary related to school, home and lifestyles • use possessive adjectives, adjectives, singular and plural forms, and regular verbs in simple constructions • apply punctuation and capitalisation rules when writing • translate short texts, using word lists and dictionaries • create simple bilingual texts • use simple phrases and expressions that reflect cultural practices, for example, diminutives. <p>Understandings</p> <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • differentiate between statements, commands, exclamations and questions according to intonation 	<p>Skills</p> <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings • use modelled sentence structures to ask and respond to questions, seek clarification and give advice • use appropriate pronunciation of Spanish-specific sounds, such as, <i>ci/ca</i> and <i>ga/gi</i>, and intonation patterns when interacting • gather information relating to language and culture and present it in different formats • describe characters, experiences and ideas encountered in texts • create short imaginative texts using structured models and descriptive and expressive vocabulary • use regular and common irregular verbs in present tense, simple past tense and near future • use pronouns, prepositions, adverbs, agreement of nouns and adjectives and adverbs to mark time and place • apply rules of punctuation, such as, question and exclamation marks and accents • translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own • create bilingual texts for the classroom and school community • describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity. <p>Understandings</p> <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • know that Spanish has its own rules for pronunciation and grammar • know that language use must be adjusted to suit different contexts, situations and relationships

<ul style="list-style-type: none"> • give examples of words that English and Spanish have borrowed from each other • identify differences and similarities between their own and others' languages and cultures. 	<ul style="list-style-type: none"> • identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features • give examples of how language use varies according to the age, gender and relationship of participants and of ways that languages change over time • name some of the many languages that are spoken in Australia and identify languages represented in the class and local community • identify ways in which the cultures of Spanish speakers influence everyday interactions involving greetings, such as, hugging and kissing and polite expressions. 	<ul style="list-style-type: none"> • use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with, such as, verb, adverb, noun and agreement • identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions • identify ways that languages change through contact with other languages and due to new technologies • give examples of Spanish words used in English and words used in Spanish that are borrowed from other languages • reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.
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Scope and sequence

Strand: Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to gestures, greetings and phrases, introduce self, and name familiar people, places and things using modelled words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and respond to greetings and farewells, using gestures and modelled phrases, such as, <i>¡Hola amigos! ¡Buenos días profesora!</i> • introduce self, using modelled sentences, for example, <i>(Yo) me llamo, Tengo 5 años</i> • recognise and repeat single words by pointing to images of familiar people, places or things, for example, when asked <i>¿Dónde está la mamá?</i> 	<p>Recognise and respond to greetings, phrases and questions, introduce self, and name familiar people, places and favourite things using modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to whole-class routines to greet and farewell, using gestures, words and modelled phrases, such as, <i>Hola ¿Cómo estas? Muy bien, gracias, Adios</i> • recognise and repeat modelled phrases in everyday interactions, such as, <i>de nada, por favor</i> • share information about favourite things using modelled sentences, for example, <i>Tengo un osito.</i> • respond to simple, modelled questions about self, such as, <i>¿Cómo te llamas? Me llamo ..., ¿Cuántos años tienes? Tengo 6 años.</i> 	<p>Respond to greetings, phrases and questions, introduce self, and share information about family, places and things using modelled sentences that include common adjectives.</p> <p>Students:</p> <ul style="list-style-type: none"> • use familiar greetings and phrases for different times of day, for example, <i>Buenos días, buenas tardes, buenas noches</i>, and for special occasions, such as <i>Feliz Navidad, Feliz cumpleaños</i> • introduce self and ask modelled questions, such as, <i>¿Cómo te llamas? ¿Cuántos años tienes?</i> and respond using modelled sentences that include simple adjectives, such as, <i>Me llamo Bob, Tengo 7 años, tengo pelo negro</i> • ask and respond to questions about likes and dislikes using formulaic questions and sentences, such as, <i>¿Te gusta el</i> 	<p>Exchange information about self, family and routines using descriptive sentences and modelled questions.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information using days of the week, months of the year and seasons, such as, <i>¿Qué día es hoy? Hoy es jueves, Es verano, Es marzo</i> • ask and respond to modelled questions about self or family, such as, <i>¿Cuándo es tu cumpleaños? Mi cumpleaños es el 13 de mayo, ¿Tienes mascotas? Si, tengo un perro</i> • ask and respond to questions about favourite things, such as, <i>¿Cuál es tu color favorito? Mi color favorito es el azul, Cuál es tu animal favorito? Mi animal favorito es el conejo</i> • describe items using simple sentences including adjectives, such as colour and 	<p>Exchange information about family, friends, routines and activities using formulaic sentences, including modelled questions and aspects of time.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about family or friends using modelled questions and responses, such as, <i>¿Cuándo es tu cumpleaños? ¿Tienes una mascota? ¿Cuántas personas hay en tu familia?</i> • respond to modelled questions and share information about daily or weekly routines, such as, <i>Los lunes juego al fútbol, Voy a la escuela todos los días, ¿A qué hora ...? A las 3 en punto</i> • ask and respond to questions about weekly activities, such as, <i>¿Cuándo practicas deportes? Practico deportes todos los martes</i> • describe items using simple sentences and 	<p>Interact with peers to exchange information about daily life, interests and preferences.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with peers to exchange simple personal information, such as, <i>Me llamo Sara, tengo 9 años, Todos los viernes voy al campo deportivo ¿y tú?</i> • ask and respond to questions using modelled and formulaic questions, such as, <i>¿Cuándo juegas al fútbol? Los lunes juego al fútbol, ¿Haces deporte? ¿Tienes un hobby?</i> • exchange likes, dislikes and preferences giving a reason, for example, <i>¿Qué te gusta? ¿Por qué? me gusta el verano porque voy a la playa</i> • state preferences about their personal world, such as, <i>Me gusta caminar pero prefiero bailar, Creo que leer es divertido</i> 	<p>Interact with peers and others to exchange information about interests, leisure activities and pastimes.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about daily and weekly routines using time, sequence and location, for example, <i>Los lunes a las 5 juego al fútbol en el club, Todos los días me lavo los dientes a las 7 de la mañana</i> • interact to exchange information about interests, special events, celebrations or leisure activities, for example, an interview or letter using modelled language, such as, <i>Hola, me llamo Daniel, en mi tiempo libre leo y escucho música, También voy al fútbol ¿Y tú? ¿Qué haces en tu tiempo libre?</i> • exchange information or correspondence using simple descriptive statements and

		<p><i>chocolate? Sí, me gusta el chocolate, No me gusta la sopa, Mi color favorito es el rojo</i></p> <ul style="list-style-type: none"> • share information about family using simple sentences, such as, <i>Hay tres personas en mi familia, Esta es mi mama, Tengo un hermano pequeño, Este es mi papá.</i> 	<p>number, for example, <i>un bola amarillo, dos gatos blancos, 3 manzanas verdes.</i></p>	<p>adjectives for size and shape, for example, <i>la bola redonda, la habitación pequeña, la cuerda larga, la casa grande.</i></p>	<ul style="list-style-type: none"> • maintain interactions by using expressions and exclamations, such as, <i>¡Qué guay! ¡Qué chévere! ¡Uf!</i> 	<p>conjunctions, such as, <i>puedo correr pero no puedo nadar, Me gustan las matemáticas y las ciencias porque son interesantes</i></p> <ul style="list-style-type: none"> • sustain interactions by asking questions and using common interjections, such as, <i>¿Y tú? Yo también, Claro, sí, sí, ¡Qué chévere! ¡Qué lindo!</i>
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<p>Key concepts: self, family, friendship, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What makes a family? • Why do we need friends? • How do I show respect to the people around me? 	<p>Key concepts: identity, socialising, relationships, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do I choose what I share about myself? • What sorts of questions could I ask when socialising? • How do I show respect to family and friends? 	<p>Key concepts: identity, communication, interaction, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How will I know that I have been understood? • Is there a right or wrong way to communicate? • How do we show respect in different contexts?
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Thread: Taking action and transacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in guided, play-based activities using gestures, movement, song and modelled, repetitive language.</p> <p>Students:</p> <ul style="list-style-type: none"> • imitate actions, sounds and words in repetitive songs and stories • draw, trace, copy or write letters and familiar words in a variety of ways, for example, by using plasticine, paint or sand play • select, name, draw or match familiar items, such as, plastic fruits, stationery or groceries 	<p>Participate in guided play-based activities using visual and spoken cues, gestures, and modelled, repetitive language.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in counting songs and action-related chants or rhymes using gestures, movement and repetitive language • mimic or create actions and movements for familiar songs and repetitive stories • choose, list or match items for a list, such as a recipe, gift shopping or going on a holiday 	<p>Participate in play-based activities and transactions using simple, modelled language and formulaic expressions.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in games or activities that involve taking turns, making choices, swapping, sorting and classifying items, using modelled language, such as, <i>me toca, gané, te toca</i> • participate in class activities or tasks that involve naming, illustrating, listing or 	<p>Cooperate with peers in activities that involve following simple instructions and directions.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow simple instructions, for example, to participate in a craft activity or to play a card or board game, such as, <i>tira el/los dado/s, avanza, retrocede, repite, te toca, perdiste; For craft ativity; corta, recorta, pega, dobla, dobla otra vez</i> • follow directions, for example on a map, school tour or simulated city, using modelled 	<p>Cooperate with peers in activities that involve following procedures and giving instructions.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow procedures and instructions for shared activities, for example, a recipe for <i>guacamole</i>, or instructions to make or fly <i>cometa</i> or <i>papalote</i> • follow and give instructions, for example a treasure hunt or obstacle course for peers, using prepositions and actions, such as, <i>debajo de la silla, sobre el poste, entre las</i> 	<p>Collaborate and plan shared activities with peers using language that expresses ideas and preferences.</p> <p>Students:</p> <ul style="list-style-type: none"> • plan and organise shared activities using schedules, posters or programs, related to people, place and time, for example, <i>¿Qué día? ¿Dónde? ¿Cuándo? ¿A qué hora?</i> • write simple procedural texts, such as recipes, using appropriate language features and text structures, such as imperative verb forms and vocabulary lists for 	<p>Collaborate and plan school or community activities or events using language to share information and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • collaborate and plan a real or simulated excursion or incursion, for example, a trip to a restaurant, festival or event, using modelled phrases to suggest ideas and language related to people, place, time and cost, such as, <i>creo que, podemos ir en tren, me gustaría visitar el museo, ¿Cuándo vamos al restaurante? ¿Vamos</i>

<p>from a range of items to, for example, compile a list for shopping, get ready for school or pack for a picnic</p> <ul style="list-style-type: none"> • use visual or spoken cues, such as, pictures to locate items used in games or tasks, such as, 'Hide 'n' Seek', 'I spy' or a treasure hunt • count or sort small groups of items to share amongst peers using simple adjectives related to size, colour or shape, such as, <i>pequeño, grande, rojo, azul, triángulo, círculo.</i> 	<ul style="list-style-type: none"> • name and sort everyday items by size, colour and type, for example, for recycling waste or to tidy a messy room, using nouns and adjectives such as, <i>ropa, zapatos, papel, plástico, verde, amarilla.</i> 	<p>labelling items, for example, for a class display</p> <ul style="list-style-type: none"> • participate in simulated transactions, for example, a role-play or scenario in a shop or at the market using language related to money, counting or sorting, such as, <i>en la frutería hay cinco manzanas, diez peras, ocho naranjas, ¿Cuánto cuesta?</i> 	<p>language, such as, <i>ir a la izquierda, ir a la derecha, todo recto, norte</i></p> <ul style="list-style-type: none"> • cooperate to plan, for example, a special menu for the school canteen, food list for a class party or a shared lunch for parents or visitors • follow simple instructions to play a traditional game, such as, <i>veo, veo, la gallinita ciega, la piñata, el luche, la lleva</i> 	<p><i>dos mesas, detrás del árbol, frente a la puerta</i></p> <ul style="list-style-type: none"> • plan and create an invitation or poster for a party, performance or class event, for example, <i>Querido/a amigo/a, Te invito a mi ... el 15 de enero, ¡Te espero! ¡Nos vemos en mi casa! Gracias, Hasta pronto.</i> 	<p>ingredients, and quantities</p> <ul style="list-style-type: none"> • plan and develop questions for an interview or survey using language related to interests and preferences, for example, <i>¿Dónde estás? ¿Cuál es tu ocupación? ¿Cuál es tu pasatiempo? ¿Haces deporte?</i> 	<p><i>en autobús? ¿A qué hora? ¿Cuánto cuesta? ¿Qué comida tienen? ¡Qué caro!</i></p> <ul style="list-style-type: none"> • collaborate with peers to develop procedural texts using the imperative form, for example, how to make or draw, such as, <i>añade, corta, remueve, amasa, dibuja una cabeza, un círculo, un cuello largo, un sombrero rojo y amarillo</i> • collaborate, plan and present a display, presentation or action game to introduce aspects of Spanish-speaking languages and cultures and present to a buddy class or the school community.
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<p>Key concepts: play, participation, rules</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is play the same all around the world? • How does play help us to learn? • Why do we need rules? 	<p>Key concepts: cooperation, roles and responsibilities, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we work together? • Why do I need to give or follow instructions? • Why is it important to have roles and responsibilities? 	<p>Key concepts: transactions, collaboration, planning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language choices do we make when transacting? • How can we collaborate? • What steps do we follow when planning?
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Thread: Building language for classroom interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in and respond to modelled classroom interactions, and follow instructions using gestures and single word responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and repeat greetings, farewells and modelled phrases for everyday interactions, 	<p>Participate in classroom interactions and respond to instructions using movement, actions, words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow guided classroom opening and closing routines using modelled phrases to greet, farewell and 	<p>Participate in classroom interactions and routines and respond to instructions using actions and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow classroom opening and closing routines, transition activities and 	<p>Engage in and respond to everyday classroom exchanges using modelled language to ask and respond to questions and seek permission.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in daily routines using modelled statements and questions, such as, 	<p>Engage in and respond to everyday classroom exchanges using modelled language to seek permission, request help, and ask for clarification.</p> <p>Students:</p> <ul style="list-style-type: none"> • seek permission, for example, <i>¿puedo ir</i> 	<p>Engage in and lead classroom interactions, give instructions, ask questions, negotiate turn-taking and share opinions.</p> <p>Students:</p> <ul style="list-style-type: none"> • lead class routines, for example, take turns to call the roll, or ask the class the day, date and 	<p>Lead classroom interactions and activities, give instructions and directions and express opinions.</p> <p>Students:</p> <ul style="list-style-type: none"> • lead activities and check on each others' progress and understanding using language, such as, <i>¿Está</i>

<p>such as, <i>muy bien, gracias, sí, no</i></p> <ul style="list-style-type: none"> • follow classroom opening and closing routines, simple instructions and transition activities, such as, <i>siéntense, sentaos, silencio, escuchen, escuchad, formen un círculo, todos de pie, levanta la mano</i> • respond to instructions using gestures, movement or single word answers, such as, <i>Sí, No, Vale.</i> 	<p>respond to the roll call, such as <i>Hola, Buenos días, buenas tardes, resente, aquí, adios, hasta luego</i></p> <ul style="list-style-type: none"> • recognise teacher responses and praise, for example, <i>muy bien, sí, no, otra vez</i> • participate in whole-class action-related activities, songs and games, using language related to instructions, for example, <i>Amanda Manda.</i> 	<p>instructions, such as, <i>¡Alto! Mira/miren, Escucha/escuchen</i></p> <ul style="list-style-type: none"> • follow instructions for activities using modelled language, for example, to give or receive classroom objects, such as, <i>¿Me prestas el lápiz por favor?</i> • recognise and use modelled phrases to thank, excuse and apologise, such as, <i>Gracias, disculpa, lo siento, repite por favor</i> • participate in shared activities, games and songs using modelled language related to giving or receiving instructions, such as, <i>repite, vamos, sígueme/síganme, canta conmigo.</i> 	<p>asking and naming the day of the week, the date or describing the weather for example, <i>¿Qué día es hoy? ¿Qué fecha es hoy? Hoy es el 7 de junio. Hace sol</i></p> <ul style="list-style-type: none"> • follow teacher directions, such as, moving around the classroom or school, using equipment or finding objects, such as, <i>Vamos a la biblioteca, ¿Dónde está el cuaderno?</i> • request permission during lessons, using modelled language, such as, <i>¿Puedo ir al baño por favor? ¿Me prestas la goma por favor?</i> • respond to and use modelled language to compliment or praise, such as, <i>felicitaciones, enhorabuena, bonito, excelente, buen trabajo.</i> 	<p><i>al baño? ¿puedo tomar agua?</i></p> <ul style="list-style-type: none"> • request help, for example, <i>no entiendo, ayuda por favor, ¿me ayudas por favor?</i> • ask for clarification, such as, how to say or write a word, for example, <i>¿Cómo se dice ...? ¿Cómo escribo ...?, repite por favor</i> • respond to and ask questions about the daily schedule or lesson, such as, <i>¿Qué asignaturas tenemos hoy? Hoy tenemos español y música</i> • negotiate turn-taking, for example, <i>¿De quién es el turno? Es mi turno /es tu turno.</i> 	<p>weather, for example, <i>¿Quién pasa la lista hoy? ¿Qué día es hoy? ¿Qué fecha es hoy? ¿Qué tiempo hace?</i></p> <ul style="list-style-type: none"> • give instructions to peers using familiar modelled language, such as, <i>siéntense, escuchen, sigan las instrucciones, todos de pie, repitan</i> • negotiate and decide turn-taking with peers, for example, <i>¿De quién es el turno? Es su/tu turno</i> • use set phrases to express opinions, such as, <i>me gusta, no me gusta</i> • use interjections or exclamations with intonation and accompanying gestures, such as, <i>¡Qué guay! ¡Bravo! ¡jojo! ¡vale!</i> 	<p><i>bien así? ¿Ya terminaste? Terminé/No he acabado, Necesito más tiempo, No me parece bien ... , ¿Por qué no ...? Tienes que ..., vale, de acuerdo, Sí, claro ...</i></p> <ul style="list-style-type: none"> • agree or disagree using modelled language, such as, <i>Sí, no, está bien, sí, claro, creo que está mal</i> • create and give instructions for classroom activities, for example, how to play, make, create, write or draw using modelled procedural language, such as, <i>Escribe, dibuja, copia, mira el modelo, corta con tijeras</i> • give directions to peers or school visitors, for example, by using a school map and modelled language, such as, <i>Aquí está la biblioteca, la cancha de fútbol está allá</i> • explain a schedule for the lesson, week or special event for peers using modelled language, such as, <i>primero vas/ve a la oficina, A las nueve vas/ve al aula número cinco, Después del recreo vas/ve a la clase de español</i> • share opinions with peers, for example, participate in a class discussion about activities or experiences, for example, <i>... es mas ...</i>
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						<i>que ... , Me gusta ... más que ... En mi opinión ...</i>
<p>Key concepts: routine, politeness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are our daily routines? • What does being polite look, sound and feel like? 			<p>Key concepts: procedure, routines, responsibility</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to follow instructions? • Why do we need routines? • How can I take responsibility for my learning? 			<p>Key concepts: responsibility, respect, negotiation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need to share responsibility? • What qualities make a good leader? • How does showing respect help us to learn and grow? • What skills do we need to work well with each other?

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise images, letters and key words in written, spoken and multimodal texts, and use in guided activities with teacher support.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for key words in repetitive and predictable texts, such as, songs, rhymes and stories, and respond through gestures, actions, drawing or selecting picture or word cards • view simple texts, such as picture books or video clips, and answer teacher questions related to key words, for example, <i>¿De qué color es...? ¿Dónde está...?</i> • recognise images, letters and words using classroom resources, such as place mats, charts, posters and displays • recognise letters and words in simple, repetitive texts and show comprehension by labelling, drawing, matching, miming, pointing, tracing, clicking and dragging. 	<p>Recognise and find letters, key words and familiar phrases in familiar texts and use in guided activities with teacher support.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for key words in simple, repetitive texts, such as stories and songs, using visual cues, for example, gestures and images, and use information in related activities, such as, matching word cards with pictures, labelling images, or drawing • recognise key words and phrases in shared texts, such as in titles, labels and captions, for example, in books and videos with subtitles • identify familiar words in simple texts and organise information in a range of ways, such as a list, sequence or a sorting game, for example, in relation to number, colour or size • respond to teacher questions, such as, <i>¿De qué color es la casa ...? La casa es azul, ¿Dónde está el gato? El gato está en la casa, ¿Cuántos</i> 	<p>Recognise and locate key words, phrases and simple sentences in familiar texts and use information in guided activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for key information in spoken and digital texts and sequence or order events, for example, by using picture cards or by drawing • locate key information, such as words, phrases and simple sentences, in shared texts and use in activities, for example, by completing a chart or worksheet, or by playing a card game • identify key information in texts and use in own writing, for example, write simple phrases, words and sentences in speech bubbles • locate key information in texts, such as graphs or diagrams, and use to respond to teacher questions, for example, <i>¿Cuánto/as hay? ¿Dónde está? ¿Quién?</i> 	<p>Locate and share key information relating to the Spanish-speaking world, home routines and interests.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate examples of Spanish language at school, home, or in the community and share as a display or digital presentation, for example, images, signage or labels • locate key information in print, oral and multimodal texts and use in modelled tasks, for example, by recording or listing each other’s interests • survey peers in relation to home routines, likes, dislikes or interests and use the information to answer simple questions or to complete a simple pie chart, list, table or graph • identify key information from familiar texts relating to Spanish-speakers’ lifestyles and use to write simple sentences with illustrations or to label a diagram or map. 	<p>Collect and share information relating to the Spanish-speaking world, school schedules, routines and extra-curricular activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • collect information from resources, provided by the teacher, relating to school life in Spanish-speaking countries and share in new ways, such as, a scaffolded information report or explanation • read, view or listen to texts related to aspects of school life, such as a timetable, schedule or canteen menu and collect key information about extracurricular activities, schedules or school practices of students in Spanish-speaking countries • view or listen to a familiar community text, such as, a weather or news report, and record and share key words, phrases or understandings. 	<p>Gather and share information from a range of familiar texts relating to aspects of Spanish language and lifestyles in Spanish-speaking countries.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather information related to aspects of language and lifestyles in Spanish-speaking countries from a variety of texts, for example, magazines, brochures or websites and present in formats, such as charts, concept maps or digital presentations • listen to, watch or view interviews with young Spanish speaking people and share information in different formats, such as, a Venn diagram, pros and cons list, pie chart, by completing a table, drawing a concept map or filling in a data retrieval chart. 	<p>Gather and compare information from a variety of familiar texts relating to interests, preferences and lifestyles in Spanish-speaking communities.</p> <p>Students:</p> <ul style="list-style-type: none"> • gather and record key information from simple informative texts, such as websites, books, interviews, surveys, video clips or teen magazine articles, relating to Spanish-speaking communities, such as, leisure activities, television shows, music, actors or sports, and compare findings with peers • compile, order and compare information about cultural celebrations from the various Spanish-speaking countries using infographics, timelines, maps and simple information reports • gather information about young people’s lifestyles from various Spanish-speaking communities and compare with own and peers’ lifestyles.

	<i>cerdos hay? ¿Tico es grande o pequeño?</i>					
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<p>Key concepts: discovery, locating, recognising</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we find out new information? • Where can we find the information we need? • How can we recognise the important parts of a text? 	<p>Key concepts: obtaining, selecting, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is factual information? • What are useful ways to gather information? • How do we select the most important information? 	<p>Key concepts: comparing, evaluation, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information we can trust? • Why is certain information better suited to written or spoken texts?
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Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share information about self, familiar people and significant objects using gestures, pictures, actions, words and support materials.</p> <p>Students:</p> <ul style="list-style-type: none"> • share a picture or photo of themselves, familiar people or a significant item using objects, by pointing, or using familiar words or modelled phrases, such as, <i>Este es mi perro, este es mi patineta</i> • sort items into categories, such as number, colour, shape or size • share information from a familiar story or song, 	<p>Share information about self, familiar people and objects using simple statements and support materials.</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled words and simple sentences to caption a photo or picture, for example, of familiar people, <i>Esta es mi familia, esta es mi mamá, esta es mi tía</i> • label and display personal possessions or classroom items and resources, for example, <i>la mesa, mi lápiz, tu cuaderno</i> • share information about themselves and the immediate environment using familiar words and 	<p>Share information about self, personal possessions, everyday objects and daily routines using simple descriptive statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information about themselves and the immediate environment using simple statements, familiar vocabulary and concrete materials, for example, <i>Estoy en mi clase, Este es mi mejor amigo, Tengo un libro, Hay una pizarra, Esa es mi mochila escolar</i> • label and describe personal possessions and classroom objects using descriptive sentences, for example, 	<p>Present factual information about school life, personal interests and preferences, using simple descriptions and modelled formulaic sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a class video or presentation showing the areas of the school using simple formulaic sentences, such as, <i>Tenemos una sala de música, Tenemos un patio de juegos</i> • present factual information relating to personal interests or favourite things about self or peers, using formulaic sentences to present a class graph or 	<p>Present factual information about personal experiences, using formulaic sentences relating to people, events, place and time.</p> <p>Students:</p> <ul style="list-style-type: none"> • plan and convey information about personal experiences, such as holidays, special events or activities, using formulaic language and visuals, such as images, symbols, photos, illustrations, captions and diagrams • recount a personal or shared experience, such as a class excursion, incursion, sports day, or school event and present factual information using 	<p>Present factual information about languages and cultures in the Spanish-speaking world in a variety of ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey factual information relating to special days, events, particular foods, fashion, fads or activities in the Spanish-speaking world, and use familiar language to provide a simple summary • convey information using simple graphic organisers such as lists, graphs, timelines, diagrams or tables and use to compare statistics or ideas, 	<p>Present factual information about languages and cultures in the Spanish-speaking world to suit the context and audience.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey factual information relating to cultural activities and events of significance in Spanish-speaking countries, such as, <i>las Fallas, el Día de los Muertos, el día de la Independencia in all Latinamerican countries, carnavales in Bolivia, candombe in Uruguay, romerías, procesiones religiosas and el camino de Santiago</i>

<p>for example, by ordering events by sequencing pictures, pointing to key words in subtitles or making a shared storyboard.</p>	<p>simple statements, for example, <i>mi bici, la niña, mi sombrero, mi mochila</i></p> <ul style="list-style-type: none"> • order objects, such as concrete materials or images, by qualities, such as biggest to smallest, tallest to shortest, or oldest to youngest, using simple modelled statements, such as, <i>El ratón es pequeño, El perro es grande, El elefante es el más grande.</i> 	<p><i>el lápiz rojo, tres libros, tijeras grandes</i></p> <ul style="list-style-type: none"> • identify information by pointing to places on a map, or noticing details in images or pictures, and share information visually, for example, on a picture graph or map • draw and label aspects of daily routines relating to time, such as, <i>por la mañana, por la tarde, por noche, el desayuno, la merienda, el almuerzo, la cena</i>, using word bubbles or simple modelled sentences. 	<p>poster showing favourite <i>deporte, comida, animales</i> or <i>colores</i></p> <ul style="list-style-type: none"> • compile a class book or a digital or visual presentation, using short, descriptive, formulaic sentences, showing interests or preferences, such as, <i>Mi materia favorita es ... Me gusta la ciencia, Me gusta el arte, El español es divertido.</i> 	<p>simple past-tense sentences, for example, <i>Mi clase fue al zoo, Fue muy divertido, Vimos muchos animales</i></p> <ul style="list-style-type: none"> • create a photo book, visual or digital display using captions and titles related to time, place, people, events and opinions, for example, <i>recetas favoritas, animales, la naturaleza, En las vacaciones my familia y yo fuimos a la playa, Nos divertimos mucho.</i> 	<p>highlight frequency or document events</p> <ul style="list-style-type: none"> • select key information and create a learning resource to support learners, for example, an infographic, tablemat or poster showing particular aspects of Spanish languages and cultures. 	<ul style="list-style-type: none"> • convey factual information to prospective travellers, in a brochure or an advertisement about a city or tourist attraction in Spanish-speaking countries using descriptive or persuasive language, such as <i>Un viaje a, descubre las maravillas de, Ven a visitar, visita el museo, el parque, el zoo</i> • convey factual information comparing aspects of the Spanish-speaking world and Australia, using graphic organisers, such as, Venn diagrams or lotus maps • design and select information to create a multimodal presentation or interactive display for different audiences, for example, for a school or community event, highlighting aspects of Spanish languages and cultures.
<p>Key concepts: sharing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What information do we like to share? • What are the ways we can share information? 			<p>Key concepts: conveying, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness? 		<p>Key concepts: conveying, informing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across? • How can information about languages and cultures be presented? 	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as, stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in shared imaginative texts and respond using words, pictures, actions and support materials.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing and reading and respond with gestures, facial expressions and movement, such as clapping along or copying actions • listen to or view imaginative texts and begin to mimic vocal expression and approximate pronunciation of familiar words or phrases • respond to simple imaginary texts by copying, mimicking, drawing, pretending to be a character or acting out a scene or favourite part • begin to notice word patterns in repetitive imaginative texts • respond to imaginative songs and video clips by listening to, singing and dancing. 	<p>Participate in shared listening, viewing and reading of imaginative texts and respond using words, phrases, actions and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • draw characters, events, setting or other parts of an imaginative text and match labels, such as, <i>la casa, la serpiente, el sombrero</i> • listen to or view chants and rhymes and respond using actions, sound and movement, such as, clapping or dancing • respond to imaginative texts by retelling, sequencing events, and predicting what might happen next • copy or write words, phrases or simple, modelled sentences to describe characters, places or objects from an imaginative text. 	<p>Participate in a range of shared imaginative texts and respond using modelled language and actions.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to rhymes, songs, chants or simple repetitive stories by re-telling, using simple modelled statements, pronunciation, intonation and rhythm • play traditional singing games known as <i>rondas infantiles</i> • label or caption drawings or pictures of characters, places or things from shared imaginative stories using nouns and common adjectives, such as, <i>los tres hermanos, la casa roja, la pelota grande, el jarro bonito</i> • sequence the plot of a story, for example, on a storyboard or plot diagram using modelled language to describe events, characters, places or things. 	<p>Engage in a range of imaginative texts and respond to characters, places or key events using simple modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view, and read, a range of imaginative texts, and respond by making simple statements about characters, setting or key events, such as, <i>Una fiesta de cumpleaños, el pastel es de chocolate, la niña cumple 8 años</i> • respond to imaginative texts by answering modelled questions using formulaic statements, such as, <i>¿Quién es? ¿Dónde están? ¿Qué pasa?</i> • describe or pretend to be a character from an imaginative text, such as, a story, movie, poem or song, and introduce themselves or create a character profile using modelled language to describe physical appearance and personality characteristics • describe characters in imaginative texts by playing games, such as, ‘Guess who?’, and ask modelled, formulaic 	<p>Engage in a range of imaginative texts and respond to key elements and messages using simple, modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • summarise the key events of a plot on a storyboard or plot diagram, and use modelled sentences related to action, location and speech, for example, to write a script, such as, <i>Las amigas están en la calle, Ana: ¿Dónde está Sofía?</i> • respond to key elements and messages from a text, for example, by creating a book cover or poster using titles, labels, captions, images and symbols • listen to, view, and read, a range of imaginative texts, and respond by sharing key messages, opinions, favourite parts and reactions, such as, <i>Me gusta/n mucho, No me gusta/n nada, son raros pero interesantes, son muy divertidos.</i> 	<p>Engage in traditional and contemporary imaginative texts and share personal experiences, feelings and responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • share feelings and responses to a range of imaginative texts, such as narratives and create a shared list or display of phrases and expressions to choose from when responding • listen to and view traditional and contemporary texts, such as performances, movies, shows and artwork, and share feelings using expressions, such as, <i>Es muy aburrido, Es muy interesante, Me encanta, es muy original</i> • explain how they might relate to characters, experiences and events from imaginative texts, and share personal experiences and feelings, for example, <i>tengo miedo, no me gustan los payasos, ¡Qué horror!</i> 	<p>Engage in traditional and contemporary imaginative texts and share cultural elements and personal opinions.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view, or read a range of creative texts, and share key messages and cultural elements in them, such as the moral of a fable/story, an idea or value in a song, or a quality of a character, and respond to questions, such as <i>¿Qué es ...? ¿Por qué ...? ¿Cuál es la moraleja?</i> and <i>¿Qué sientes cuando ...?</i> • respond to famous artworks and images, such as, works by Botero, Frida Kahlo or Picasso, and share opinions using modelled language, for example, <i>Este cuadro me gusta porque tiene muchos colores, Este mural es más original que el otro</i> • identify and share cultural elements represented in traditional and contemporary imaginative texts, for example, in the form of symbols, images and text use.

			<p>questions, such as, <i>¿Te gusta el jamón verde?</i> <i>¿Que llevas?</i>, and respond to characters, for example, <i>tengo pelo marron también, ella tiene ocho años también. Me gusta mucho.</i></p>			
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<p>Key concepts: imagination, participation, interaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is imagination? • How does joining in help us enjoy an experience? • What makes a good story? • How does the story make me feel? 	<p>Key concepts: character, description</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does a story draw me in? • How do I connect with the characters? • How can descriptions help us to enjoy a story and connect with a character? • How can stories help us learn about languages and cultures? 	<p>Key concepts: message, response, opinions, relating</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there a message in every story? • What experiences in my own life does this imaginative text remind me of? • What do I think about the message in this imaginative experience? • How can we learn about languages and cultures through performances and stories?
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Thread: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create and share simple imaginative texts using repetitive words, sounds and non-verbal forms of expression.</p> <p>Students:</p> <ul style="list-style-type: none"> • practise a familiar song or action story, and perform using words, actions, movement and facial expressions • explore rhyming words in short repetitive texts, for example, <i>Hay un pato, hay un gato, hay una moto, hay una foto</i> • copy actions, create dance movements and mimic words or sounds from a live or video 	<p>Create and share simple imaginative texts using modelled, repetitive language, sounds, rhymes, actions and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • modify words from a familiar imaginative text, such as, a story, song or rhyme, and re-tell the modified version using familiar words, phrases, actions and movement • create steps or movement to accompany authentic songs or music, for example, <i>salsa</i>, using numbers to keep time and marking actions with words, for example, <i>arriba, abajo</i> 	<p>Create, perform or present simple imaginative texts using familiar, modelled language and artistic forms of expression.</p> <p>Students:</p> <ul style="list-style-type: none"> • alter or adapt words, phrases or familiar language from a modelled, imaginative text, rehearse with puppets, props, actions and movement and perform or present to the class or younger students • create and present own texts using a modelled structure, for example, a 	<p>Create, perform or present original simple imaginative texts, or parts of texts, using modelled and formulaic language, for familiar audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • re-create or write a new event or part of an imaginative text, for example, a page for a class-produced picture book, using a repetitive, predictable structure and modelled layout, and read to a younger class, present as a display or create a digital format • create different versions of texts, for example, by ordering images in a 	<p>Create, perform or present, original simple imaginative texts using modelled text structures, for familiar audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • write a short, imaginative text, for example, a poem, song, rap or skit using a repetitive, predictable structure and modelled layout and perform it to peers • contribute to a shared writing activity, such as a class story or play, in response to an imaginative event or experience, for example, a virtual visit 	<p>Create, perform or present original imaginative texts using modelled text structures, for specific audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create own short, imaginative text, such as a story, skit, song or poem and perform for a specific audience, for example, a younger class, a visiting Spanish-speaking guest or as part of an online sister school presentation • create and present imaginative digital texts, such as a photo story, e-book or avatar, using 	<p>Create, perform or present original imaginative texts using modelled text structures for a variety of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • produce and present a digital picture book or mini book for younger students based on an original imaginative text and incorporate elements of Spanish-speaking languages and cultures. • create and perform a TV commercial or radio advertisement about an imaginative person, place or product to appeal to primary-aged

<p>performance or traditional dance</p> <ul style="list-style-type: none"> • act out or re-tell a familiar text using repetitive language, gestures and actions • create and display imaginative artworks based on a familiar imaginative text. 	<ul style="list-style-type: none"> • create and name an imaginary creature or object, for example, <i>un caballero, un conegato, avicleta, carrbote</i> • rehearse a simple performance or art presentation using modelled language and share with a buddy class, parents or at a school assembly. 	<p>simple acrostic poem or familiar rhyme</p> <ul style="list-style-type: none"> • create shared artworks, for example, by drawing, making or painting an imaginative creature, character or landscape, such as, <i>tres ojos, un árbol morado, el sol azul.</i> 	<p>variety of ways, for example, <i>la mamá está en el jardín, el papá está en la sala</i></p> <ul style="list-style-type: none"> • create an original artwork that represents elements of identity, for example, a self-portrait, using symbols, images, words, phrases, captions and titles. 	<p>to a famous place or tourist destination</p> <ul style="list-style-type: none"> • draw pictures, compile photos or collate images relating to an imaginative experience and arrange as a story or recount • explore traditional artefacts from Spanish-speaking cultures, such as, <i>muñequitas quitapenas, barriletes or trariloncos</i>, and use as inspiration for own creations and display with simple descriptions. 	<p>modelled language and cultural elements</p> <ul style="list-style-type: none"> • create and record imaginative spoken texts, such as a voice recording of a character introduction or interview between 2 characters, using modelled structures for a specific audience. 	<p>consumers, using modelled language and text structure and including elements of culture</p> <ul style="list-style-type: none"> • design an original creative artwork, such as, a building, structure, space or painting inspired by Spanish languages and cultures and describe using modelled, formulaic sentences, for example, <i>Las ventanas tienen forma de , el techo es de ...</i>
<p>Key concepts: re-creating, imagination</p> <p>Key questions</p> <ul style="list-style-type: none"> • When we listen to the same song in different languages, what changes and what stays the same? • What do we need to tell a good story? 			<p>Key concepts: creating, re-imagining, presentation</p> <p>Key questions</p> <ul style="list-style-type: none"> • How can I re-tell a story without losing the message? • How can I make my presentation or performance entertaining? 		<p>Key concepts: adapting, performance, engagement</p> <p>Key questions</p> <ul style="list-style-type: none"> • How can I make an imaginative experience more engaging? • How can I adapt an imaginative text without losing the key message? • How can I share my languages and cultures through performance? 	

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice and share meanings of gestures, pictures, actions, words and simple phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • choose and match familiar words, phrases and pictures in card games or activities • listen to or view short videos or clips, noticing words and phrases, and draw pictures or perform actions to share meaning • begin to notice some similarities and differences between Spanish and English, such as, appearance, sound, gestures and facial expressions • predict the meaning of Spanish words and actions in classroom signs, posters, labels and titles • substitute familiar words in a shared text from one language to another, such as, in simple repetitive songs or predictable texts. 	<p>Begin to translate high frequency words and simple phrases and share similarities between languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • use classroom resources, for example, word lists, posters and displays to begin to translate high frequency words, and note common expressions and their meanings • recognise and share the meaning of simple expressions, such as, greetings or phrases that are used for different occasions, for example, <i>¡Buenos días! ¡Buenas tardes! ¡Buenas noches!</i> • notice and share words in Spanish and English that have the same or similar sound and meaning, for example, cognates, such as, <i>doctor, elefante, música</i>, and borrowed words, such as, <i>plaza, patio</i>. 	<p>Translate high frequency words and simple phrases and begin to notice that some words or sentences do not translate easily between languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • guess or predict the meaning of words or phrases using contextual cues in shared texts • use classroom resources, such as word lists, word banks, flashcards, table mats or picture dictionaries to locate the meanings of words and simple phrases • begin to notice word order when translating simple, modelled sentences • notice that some words and phrases are not word-for-word translations, for example, <i>¿Cómo te llamas?</i> translates as, What is your name? • begin to translate simple texts, such as, repetitive songs or rhymes, noticing similarities and differences in meaning between languages. 	<p>Translate simple, modelled sentences and notice that meanings can be translated directly and indirectly.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply knowledge of word order when translating simple descriptive sentences • notice words that have more than one meaning when using dictionaries and word lists • list and share examples of false cognates identified when translating simple texts, for example, <i>carpeta = folder, contestar = answer, pie = foot</i> • recognise Spanish in simple texts and share meaning when translating, for example, shop and street signs. 	<p>Translate simple, modelled texts and share meaning, including aspects of language and culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate simple, familiar texts using printed or online dictionaries and translators and share aspects of language and culture that do not translate easily or that require cultural explanation • explore the cultural meaning of common expressions or words that do not translate easily, such as, some greetings, phrases and expressions and explain that the direct translation is not always possible, for example, <i>buenos días</i> literally means ‘good days’ but actually means ‘good morning’ • translate familiar words, phrases and simple sentences to create labels, captions or signs, for example, label a class display or create bilingual signage for the school. 	<p>Translate simple texts and recognise that language carries cultural meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate short texts, such as a children’s book, advertisement or menu, using bilingual dictionaries and online translators, and share how cultural meaning is represented in images, symbols and language use • translate using equivalent words or phrases, such as, <i>Pachamama, sobremesa, mi casa es tu casa, ‘backyard’, ‘school oval’, ‘barbecue’, ‘bring a plate’</i> • consider challenges when translating messages, signs and notices that require cultural explanation, for example, the ‘sports’ oval, the ‘tuck shop’, ‘out of bounds’, ‘sick room’, ‘no hat, no play’, ‘Slip Slop Slap’. 	<p>Translate a range of simple texts and share ideas about literal and non-literal translations and cultural meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate informative texts, such as public signs, posters or timetables to identify elements, such as levels of politeness or directness, for example, <i>No pisar el césped, Prohibido comer y beber</i> • translate a variety of texts, such as, advertisements, brochures, or paper or online catalogues, and share ideas and variations about literal and non-literal translations and cultural meaning • translate simple texts, such as greeting cards, messages or movie titles and explain words and expressions that do not translate easily and that carry cultural meaning, for example, <i>Feliz día de tu Santo, Feliz Día de Reyes, ¡Buen provecho!, Te quiero</i>.

<p>Key concepts: noticing, translation, explanation, prediction</p> <p>Key questions</p> <ul style="list-style-type: none"> • What does translate mean? • When do I need to translate? • Why do people use body language and gestures when explaining? • What helps us predict what words might mean in another language? 	<p>Key concepts: translation, interpretation, equivalence</p> <p>Key questions</p> <ul style="list-style-type: none"> • Do words that look and sound the same always have the same meaning? • What words and gestures are similar in the languages you know? • What do I notice about word order when translating simple sentences? 	<p>Key concepts: interpretation, explanation, translatability, context</p> <p>Key questions</p> <ul style="list-style-type: none"> • When is translating and interpreting needed? • How can I translate a text without losing the meaning? • How do I explain cultural sayings or expressions that have no direct translation? • When should I interpret or translate?
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Thread: Creating bilingual texts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shared bilingual texts using pictures, frequently used words and simple phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • trace or copy frequently used words and simple phrases to create a bilingual picture poster • match images and words, for example, bilingual flashcards relating to greetings, common words expressions or actions • create a shared bilingual or multilingual oral text, such as a song or simple repetitive story • create bilingual labels or posters with illustrations for classroom or home use • create a page for a shared class book and label pictures with words or phrases • create a bilingual chart or shared picture 	<p>Create shared bilingual texts using key words, phrases and modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a shared class resource, such as a bilingual picture book, word wall or table mat using pictures, key words and simple, modelled sentences • label or caption own drawings, images or photos using familiar words and phrases in Spanish, English or other known languages • write bilingual words or captions for a photo wall or display, relating to familiar concepts, events or occasions, for example, family, school sports day, birthdays • co-create a simple oral bilingual text, such as a song, poem or puppet play using simple repetitive language 	<p>Create personal or shared bilingual texts using high frequency words, phrases and simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create personal or shared sets of cards using familiar bilingual words, and play matching games, such as Memory or Snap • create shared activities, such as a simple bilingual board game using high frequency words and simple sentences • create and maintain a shared bilingual dictionary or glossary using images, symbols and new Spanish words • create a digital photo story of a shared event, such as Harmony Day, and write bilingual captions, context-related labels and modelled sentences • create a simple bilingual presentation and present 	<p>Create bilingual versions of simple, familiar texts using classroom resources and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a bilingual picture book, mini book or booklet based on a familiar text, noticing similarities and differences between versions, such as translations and word order • create bilingual resources for use in the classroom, such as posters, shared dictionaries or wall charts using new or interesting words and phrases • create bilingual versions of a familiar action song, rhyme or story, using repetitive language and selecting key words to switch between languages, and share with a buddy class or at school assembly. 	<p>Create simple bilingual texts for different purposes using modelled language and a range of bilingual resources.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a simple bilingual version of a game with bilingual instructions, such as an action game, card game or board game and play with peers or a buddy class • create simple bilingual texts for different purposes, for example, a map or plan of a house or school using bilingual labels and simple directions • create and play a simple action song or game for example, <i>Simón dice, Amanda manda, Piedra, papel o tijeras</i>, using repetitive phrases and alternating vocabulary between Spanish, English or other known languages. 	<p>Produce bilingual texts and learning resources for a range of audiences, using bilingual dictionaries and online translating tools.</p> <p>Students:</p> <ul style="list-style-type: none"> • plan and teach simple traditional games to younger students, translating or explaining the culture-specific terms, for example, <i>las rondas</i> • produce bilingual texts, such as, posters advertising a class performance, display or school event, for example, <i>Día del pelo loco, cuida tu planeta</i> • create, modify or adapt an informative text, such as a recipe or weather report in Spanish and English or other known languages • produce written or digital resources to assist own and others' learning, such as, bilingual instructions, 	<p>Produce a range of bilingual texts for a variety of audiences and purposes, using digital dictionaries or online translating tools.</p> <p>Students:</p> <ul style="list-style-type: none"> • produce a bilingual informative text, such as an invitation to a performance, a poster advertising a cultural event or a menu for the school canteen, or a labelled and captioned display to inform a range of audiences • write a bilingual recount about a school event for the school newsletter, in Spanish and English, or community languages • create a bilingual presentation identifying aspects of language and culture that may require further explanation • produce a bilingual schedule, blog, digital presentation or interactive survey for a

<p>dictionary by drawing pictures or collecting images and labelling in Spanish, English or other known languages.</p>	<ul style="list-style-type: none"> • make a bilingual greeting card for celebrations, such as, <i>Reyes/Navidad, Dia de la Madre</i> or <i>Dia del Santo</i>, using greetings, such as <i>feliz día de la madre, feliz día de tu santo, or feliz día del maestro.</i> 	<p>to peers or at a school assembly, for example, an introduction to greetings in Spanish, English or other known languages.</p>			<p>grammar or vocabulary cards for a cloze activity or worksheet.</p>	<p>sister school or a local school learning Spanish</p> <ul style="list-style-type: none"> • create a bilingual welcome script to compere a school assembly using Spanish, English and community languages.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need bilingual stories? • What languages can I use? 			<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why could it be useful to have more than one language when creating texts? • How can we communicate when we don't speak the same language? 		<p>Key concepts: creating, audience, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is challenging when creating bilingual texts? • What real-life situations would be helped by a bilingual or multilingual text? • How does being bilingual or multilingual help our learning? 	

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice how Spanish-speaking people communicate, and share how communicating in Spanish looks, sounds and feels like.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice what Spanish sounds, looks and feels like, noticing what is new or interesting, such as, when singing songs, viewing a video or listening to a story • view real-life experiences in-person or online, featuring Spanish-speaking cultures, and share what is noticed, for example, from a guest speaker or community member at a school event, from a video of a birthday party, or from a Spanish cultural celebration • notice and recall gestures, actions, greetings or phrases used by Spanish-speaking people, for example, when viewing video clips or children’s television programs. 	<p>Notice ways in which Spanish-speaking people communicate and share different ways to communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice ways of communicating in Spanish and reflect on own ways, such as greeting, thanking and apologising in familiar contexts, for example, at school, at home or at a friend’s house. • view videos or images of daily life in Spanish-speaking communities and share aspects that are familiar or unfamiliar in their own experiences, such as, ways they interact with family at home, shopping, or ways of travelling to and from school • notice their own use of words, expressions or behaviours that make them who they are, such as languages they use, ways of celebrating or how they communicate with family or friends. 	<p>Notice and make connections with familiar cultural practices and share connections made with their own experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice cultural practices in familiar contexts, such as, when playing children’s games, singing action songs or eating lunch, and make connections with their own experiences • notice and share ways that Spanish-speaking people show respect and politeness, such as by using titles • explore and respond to familiar cultural practices, events or celebrations and make connections with their own experiences, for example, <i>Navidades, Pascua, cumpleaños</i> • explore and label images, objects or cultural artefacts related to Spanish cultures, such as, foods, people, items or animals. 	<p>Participate in intercultural experiences and share what can be learnt about each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • view, read about or listen to Spanish-speaking children playing games, eating food or interacting at school, at home or in the community, and describe what they learnt • participate in or view images or videos of cultural practices, make connections with each other’s experiences and share their thoughts with peers • respond to survey questions following an intercultural experience and share what they have learnt about each other • recount and visually represent intercultural experiences and share their thinking with peers. 	<p>Participate in intercultural experiences and describe what can be learnt about each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in intercultural experiences, such as, the making and sharing of food, craft activities or dancing lessons, and describe the language used and behaviour seen • recognise and share with each other, diverse routines, lifestyles, past-times or experiences, for example, going to school, leisure activities or holidays • record and share with each other, thoughts and feelings pre and post an intercultural experience. 	<p>Engage in intercultural experiences and discuss reactions and assumptions before, during and after.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in conversations with Spanish-speaking people, in person or online, noticing cultural elements, such as eye contact, gestures, expressions, actions and agreement, and discuss reactions and assumptions before, during and after • record own assumptions prior to engaging in an intercultural experience using, for example, a KWL chart and discuss each other’s responses • consider what linguistic or cultural knowledge is needed for a visit to a school or home in a Spanish-speaking country and discuss adjustments that might be made in language use or behaviour. 	<p>Explore and compare responses, reactions and assumptions before, during and after intercultural experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on and compare assumptions and responses to learning Spanish, before, during and after intercultural experiences, and identify any perceived changes, for example, <i>primero creí ... pero ahora creo ..., ¿y tú?</i> • view and read texts set in Australian and Spanish-speaking cultures and explore stereotypical assumptions that might be made • view images, photos or videos of Australian and Spanish-speaking cultural practices and compare responses, reactions and assumptions, before, during and after, for example, <i>La Tomatina, Inti Raymi (Perú), Día de los Muertos (México), El Festival de Flores en Medellin (Colombia)</i>.

<p>Key concepts: noticing, culture</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures are around us? • How does it feel when I try a new language? 	<p>Key concepts: exploration, connection, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What unites our class and school? • What connections can do I have with Spanish and its cultures? • When do we adjust the way we speak and behave? 	<p>Key concepts: reflection, comparison, diversity, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is an intercultural experience? • How does knowing languages change the way I communicate? • How can we show respect for diversity?
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Thread: Identity in intercultural interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that people belong to groups and that languages are used to communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and share the languages spoken at home or by members of the class • notice groups that they belong to, such as family, school, sport or friendship groups, and share drawings with captions identifying the languages spoken within these groups • listen to songs, read stories or view videos showing a variety of cultures, communities and languages, and notice similarities and differences to their own ways of communicating. 	<p>Identify the groups to which they belong, noticing ways that people communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify the languages and nationalities represented in their class, school or local community • notice the way different groups communicate, such as, language use, gestures and body language • recall what they notice in texts, such as, traditional stories or traditional songs, noticing how people communicate or share their culture • identify what makes them who they are, using pictures, words, expressions or behaviours • view speakers of Spanish online and notice how they communicate. 	<p>Identify and share aspects of self, noticing ways that people communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on their roles in, or membership of, various groups, such as class, sport or family groups, noticing ways that they and others communicate • label representations of themselves to describe elements of their identity, such as age, gender, nationality, languages spoken, places they have lived, and share with others • identify and share their talents, favourite things, skills or preferences, and notice how these form part of their own identity • create personal profiles using simple words, expressions and modelled statements to share features of their own identity, such as, <i>soy australiana, soy hija, soy hermana, soy estudiante.</i> 	<p>Recognise and share ways that language use and behaviour reflect own identity and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and share simple phrases and expressions relating to relationships between people, for example, ways of naming, greeting and addressing someone, such as, by using titles, terms of endearment, or casual language between friends • create and share personal texts that represent elements of their own identity, such as a family crest, photo journal or self-portrait • recognise and make connections with peers based on the various groups that members of their class belong to, for example, groups related to sports, favourite past-times or hobbies. 	<p>Recognise and share how intercultural interaction may shape own identity and communication.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and share simple phrases and expressions in Spanish and consider how language reflects cultural practices, such as, using simple gestures to accompany expressions, for example, <i>así así, ¡ajo! ¡no! ¡qué problema!</i> • present elements of their own identity, such as by creating a digital profile, avatar or montage, and consider which aspects of identity they might choose to share with peers, such as, <i>Soy chino / ay australiano / a, hablo chino, inglés y un poco de español</i> • record the groups to which they and others may belong, and reflect on and share language and behaviour used in those groups. 	<p>Reflect on and describe how learning and interacting in Spanish affects own perspectives, behaviour and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on how they might behave or react in a new or unfamiliar context, such as, when visiting a Spanish-speaking country and attending a soccer game, visiting a home or eating in a restaurant • explore expressions which vary depending on where in the Spanish-speaking world they are used, consider reasons for this and which word is personally preferred, for example, car in Spanish can be <i>carro, coche, vehículo, auto</i> • consider the perspectives of Spanish speakers that use different terms for the same thing, such as, <i>El día de la raza vs El día de la Hispanidad</i> 	<p>Reflect on and discuss how learning and interacting in Spanish impacts on own cultural values, perspectives and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on the experience of learning and using Spanish, and identify any perceived changes in perceptions or assumptions, for example, by asking themselves, ‘What did I first think about learning Spanish and what do I think now?’ • create and share a personal text, such as a digital profile, emblem, motto, self-portrait or caricature that express their identity, including their identity as a language learner, and consider how learning Spanish has impacted on their own identity • discuss how terms and expressions, such as <i>sobremesa, almorzar, tener duende</i>, might reflect Spanish-speaking people’s values and beliefs.

					<ul style="list-style-type: none"> • create and share texts that represent elements of their own identity. 	
<p>Key concepts: identity, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What does belonging look like, sound like and feel like? 			<p>Key concepts: reflection, identity, self-awareness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language groups do I belong to? • What do we all have in common? • How do I fit in the world? 			<p>Key concepts: identity, reflection, decentring</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I learn Spanish, what can I learn about myself? • Who am I when I interact? • What’s my place in this world?

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and mimic the sounds and letters of spoken and written Spanish and notice how Spanish and English use letters to represent sounds in words.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice and experiment with sounds, rhythm, phrasing, pronunciation, intonation and patterns, by singing, reciting, imitating, and repeating words and phrases, in songs, video clips and chants • notice that the Spanish and English alphabets are similar except for an additional letter, ñ • mimic the sounds and symbols of the consonants and vowels, including those that are the same or similar in English and Spanish, in high frequency words, such as, <i>gato, oso, casa, mano, bota</i> • notice the shape of the mouth when saying the vowels through touch, sight and sound • begin to notice basic punctuation in Spanish, 	<p>Reproduce sounds, letters and simple words in Spanish and notice the ways sounds are represented in Spanish and English.</p> <p>Students:</p> <ul style="list-style-type: none"> • mimic and reproduce the sounds, rhythms and symbols of the Spanish vowels, alone or in familiar words, orally and in writing • notice and reproduce the sounds and symbols of the consonants that look the same but sound different in English and Spanish, in high frequency words, such as, <i>ojo, hola, y</i> • notice the sounds and symbols of the uniquely Spanish consonants or consonant combinations, in high frequency words, such as, <i>silla, coche, año, dedo</i> • recognise and recite Spanish sounds and rhythms through alphabet songs, chants and rhymes • notice sentence level punctuation and the use of capitals for names. 	<p>Produce the sounds and rhythms of spoken Spanish, write high frequency words and recognise that Spanish and English represent sounds in different ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • produce by reading aloud the sounds of the Spanish vowels alone or in high frequency words or expressions • recognise, read aloud and write simple common words containing consonants that look the same but sound different in English and Spanish, such as, <i>rojo, huevo</i> • recognise, imitate and write the sounds and symbols of the uniquely Spanish consonants or consonant combinations, in simple common words such as, <i>pollo, leche, baño, dado, perro</i> • notice that the accent mark is a symbol that serves the purpose of indicating which syllable to stress in a word, such as, <i>papá</i> vs <i>papa</i> and 	<p>Notice and use Spanish pronunciation, intonation, and basic rules of spelling and writing conventions in words, phrases, questions and statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and produce the sounds of the Spanish vowels and the English vowels in familiar words, such as, English <i>e</i> / Spanish <i>i</i> or English <i>u</i> / Spanish <i>a</i> • differentiate between <i>r</i> and <i>rr</i> sounds in words • syllabify 2 or 3 syllable words to aid pronunciation, for example, <i>pa-lo-ma</i> • notice that statements and questions can look the same but are distinguished in writing by the <i>¿?</i> and in speech by the intonation, for example, <i>Fernando no está. ¿Fernando no está?</i> • recognise and apply the Spanish accent mark to read words aloud • notice that some nouns do not start with a capital letter in Spanish, such as, days, months and seasons. 	<p>Recognise and use Spanish pronunciation, intonation, and basic rules of spelling and writing conventions in words, phrases, questions and statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise, read aloud and write simple, frequently used words containing consonants and consonant combinations that look the same but sound different in English and Spanish, such as, <i>taza, guerra, queso</i> • recognise that statements and questions can look the same but are distinguished in writing by the <i>¿?</i> and in speech by the intonation and apply this in their own writing or speech • recognise the accent mark to read unfamiliar words aloud and apply the accent on familiar words, knowing that it is part of the spelling conventions of Spanish • notice that some nouns and adjectives, such as, 	<p>Apply Spanish pronunciation, use intonation when making statements and asking questions in familiar contexts, and apply writing conventions and rules of spelling.</p> <p>Students:</p> <ul style="list-style-type: none"> • differentiate between and compare the sounds of the Spanish vowels and the English vowels, such as, English <i>e</i> / Spanish <i>i</i> or English <i>u</i> / Spanish <i>a</i> • recognise and apply the accent mark to read aloud and write words, knowing that accents are a part of the spelling conventions of Spanish and that their use can change the meaning of words • apply rules of capitalisation in Spanish and compare to English • apply punctuation and intonation to statements and questions in writing and speech respectively. 	<p>Apply Spanish pronunciation and intonation when making statements and asking questions in familiar contexts, apply and discuss writing conventions in a variety of texts, and begin to notice irregular spelling.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply pronunciation and intonation in statements and questions to differentiate between them • apply and discuss common irregular letter combination rules, such as, <i>as, ca, que, qui co cu</i> and <i>ga, gue, gui, go gu</i> when reading words aloud, or writing and spelling unfamiliar words • recognise the Spanish spelling and pronunciation of English loan words, such as, <i>bistec, jonrón, fútbol</i> and apply this awareness to unfamiliar loan words • chunk or syllabify 3+ syllable words to aid pronunciation, for example, <i>bi-ci-cle-ta</i>

comparing it to other known languages.		that its use can change the meaning of words.		names of languages and nationalities do not start with a capital letter in Spanish.		<ul style="list-style-type: none"> • select and apply writing conventions, such as, question and exclamation marks in writing, and apply the correct intonation when speaking, accordingly.
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<p>Key concepts: systems, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What connections are there between alphabets? • What sounds do I recognise? • How is Spanish like/not like English? • What symbols do we use for sounds when writing? • What is punctuation and what does it do? 	<p>Key concepts: systems, sound, pronunciation, writing, pattern</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is similar about the sounds of Spanish? • What is similar about the way Spanish is written? • What patterns do I recognise? • Why are some sounds in this language hard for me to make? • Does punctuation matter? 	<p>Key concepts: systems, sound, intonation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are symbols used to communicate meaning? • How can the sound of a word help us to write it? • How do questions and statements sound different? • How is language like a code?
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Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice elements of grammar, using simple metalanguage terms and context related vocabulary.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice that Spanish nouns are masculine or feminine, for example, <i>...el gato, la gata, el perro, la perra...</i> and observe gender in patterns of naming, for example, <i>Julio/Julia, Patricio/Patricia</i> • begin to notice the definite and indefinite articles with nouns, for example, <i>la casa, una casa</i> • notice singular and plural forms, for example, <i>el gato, los gatos, la casa, las casas</i> 	<p>Notice elements of grammar, using simple metalanguage terms and context related vocabulary.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that there is a definite and indefinite article with nouns, for example, <i>la mesa, una mesa, el niño, un niño</i> • use common verbs in modelled and formulaic expressions, such as, <i>Me gusta correr, Soy Juan, Tengo un perro</i> • explore how to use singular and plural forms • notice that <i>-o</i> endings usually indicate masculine and <i>-a</i> endings usually indicate feminine in nouns 	<p>Recognise modelled structures, name grammatical elements of words, phrases or simple sentences using basic metalanguage, and use context related vocabulary.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the order of nouns and adjectives in descriptions • use possessive adjectives in singular form • recognise and use singular masculine or feminine forms of nouns, for example, <i>el plátano, la canción</i> • recognise subject pronouns to identify people, objects or 	<p>Reproduce modelled grammatical structures in simple sentences and short texts, share elements of grammar using metalanguage and use context related vocabulary.</p> <p>Students:</p> <ul style="list-style-type: none"> • reproduce modelled grammatical structures, such as word order, in their own writing and share their understanding, using metalanguage • begin to apply correct order of noun and adjective in descriptions, match personal pronouns in familiar contexts, use possessive adjectives in singular and plural forms, and 	<p>Identify modelled grammatical structures and context related vocabulary in familiar contexts and describe elements of grammar using metalanguage.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe location and direction using prepositions • identify and use imperatives to give instructions • identify correct order of noun and adjective in descriptions and describe this using metalanguage • use modelled interrogative sentences to seek information for 	<p>Understand modelled grammatical structures in new and familiar contexts with context related vocabulary, and explain elements of grammar using metalanguage.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and use personal pronouns and modelled conjugations of present, past and future tenses in familiar and purposeful contexts • begin to understand and explain the omission and use of pronouns, such as, <i>soy, tengo, voy ¿Quién? ¿yo? yo hablo español!</i> • use formulaic compound sentence structures using 	<p>Understand and apply modelled grammatical structures and context related vocabulary in new and familiar contexts, and explain elements of grammar using metalanguage.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and use metalanguage to explain that Spanish has two verbs for ‘to be’, <i>ser</i> and <i>estar</i> • understand and apply the conditional mode in formulaic expressions, such as, <i>Me gustaría ser pintor, No me gustaría vivir en una isla pequeña</i> • use interrogative pronouns and model correct word order to

<ul style="list-style-type: none"> • notice cognates between Spanish and English, such as, <i>banana, mango, animal, pasta</i> • begin to use simple metalanguage terms for elements of grammar and punctuation, such as, full stop, capital letter, word, sentence • practise and repeat vocabulary used while teaching concepts, through songs, games, chants, for example, action verbs, numbers 1-10. 	<ul style="list-style-type: none"> • begin to use metalanguage terms to name basic elements of grammar, such as noun or verb • develop number knowledge, for example, numbers 0-20, and use in different contexts, for example, in a game, when singing, or when counting as part of a conceptual unit of work. 	<p>animals, for example, <i>yo, tú, él, ella</i></p> <ul style="list-style-type: none"> • understand word order and modelled, formulaic structures to write short, simple sentences about self and likes or dislikes, such as, <i>tengo un gato blanco, tengo una bici azul, me gusta la tortuga verde</i> • use metalanguage terms to name elements of grammar, for example, adjectives, gender, singular and plural • begin to understand questions, such as, <i>¿Cuántos años tienes? ¿te gusta ...? ¿de qué color es ...?</i> 	<p>recognise and use common verbs in familiar and modelled contexts</p> <ul style="list-style-type: none"> • identify and apply the use of singular, plural and gender forms, for example, <i>la niña, los niños</i> • link ideas using simple conjunctions, such as, <i>y, o</i> and <i>pero</i> • use words and formulaic expressions to locate events in time, such as <i>hoy, ayer, mañana</i>, for example, to describe weather, <i>Hoy hace calor</i> and to name days of the week, <i>Mañana es lunes</i>. 	<p>example, <i>¿Cuántos hermanos tienes?</i></p> <ul style="list-style-type: none"> • identify and apply gender and number agreement between articles, nouns and adjectives, for example, <i>la motocicleta negra, los bolsos verdes</i> • apply the rules of negation in modelled sentences, for example, <i>no llevo bufanda</i> • develop a metalanguage for talking about grammar and punctuation in simple phrases and sentences. 	<p>simple cohesive devices, such as <i>porque, y, pero</i></p> <ul style="list-style-type: none"> • recognise irregular use of articles, such as, <i>el mapa, el problema, la mano</i> • recognise and use suffixes, such as <i>-ísimo/a-</i> and <i>-ito/a</i> to modify the meaning of nouns, adjectives and adverbs, for example, <i>lentísimo, graciosísimos, casita, gatito</i> • develop a metalanguage for talking about language in context related texts. 	<p>ask questions and make requests</p> <ul style="list-style-type: none"> • build compound sentences using simple cohesive devices, such as <i>porque, y, pero</i> • use adverbs of time, place, manner, degree, frequency, such as <i>mañana, aquí, lentamente, completamente, los lunes</i> • apply comparatives in formulaic expressions, such as, <i>tan grande como ..., más caro que ..., menos frío que ... Australia es más grande que Europa.</i>
<p>Key concepts: systems, grammar, vocabulary, naming</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the building blocks of a language? • What do I notice about word order? 			<p>Key concepts: systems, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we name the different parts of sentences? • When does a phrase become a sentence? 		<p>Key concepts: systems, application, metalanguage</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does metalanguage help us learn? • What elements improve a sentence? • Does grammar always matter? 	

Thread: Text structure and organisation						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that texts are ways of sharing ideas with audiences and that there are different types of texts, including spoken, written or multimodal.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, read or view a range of texts and begin to use metalanguage to name them, such as, story, rhyme, song, video or conversation • notice different types of familiar texts in English and Spanish and categorise them into types, such as, texts that entertain or inform, or texts that are written, spoken or multimodal • collect and share examples of the different types of texts that they, their family or their classmates like to engage with, such as, news bulletins, school newsletter, football scores, comics, recipes in various languages, magazines or games • compose emergent texts for specific purposes, for example, a birthday card for a family member, labels for the classroom. 	<p>Recognise that texts are ways of sharing ideas with different audiences and notice that different types of texts have different text features.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in whole-class viewing and reading of persuasive, entertaining and informative texts noticing the different text features, such as repetition, rhythm and rhyme in chants and songs, or text structure and punctuation in written texts, and experiment with these in own texts • notice familiar or everyday English and Spanish texts around the classroom or home and sort the texts by type and likely audience, such as postcard, greeting cards, recipes, text messages, novels, newspapers, songs, videos. 	<p>Recognise and understand that texts communicate ideas or messages to different audiences and for different purposes, and begin to use familiar modelled features.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise typical text features of familiar types of oral or multimodal texts, such as songs, nursery rhymes, or videos • listen to, view or read a variety of texts and recognise and understand that language is organised in different forms constituting different features, such as stories, greeting cards, posters, or graphs, so the reader can make meaning • recognise language specific to different types of texts, for example, the use of the story-starter <i>Érase una vez...</i> in simple stories • identify and compare elements of familiar texts in Spanish and English, such as counting games, songs or street signs • use features of familiar or modelled examples of texts, for example, create captions for images, or speech bubbles for characters to greet each other. 	<p>Recognise the audience, purpose and type of text by noticing its features, make connections between familiar texts in English and Spanish, and use modelled features in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the audience, purpose, features and type of text by viewing, listening to or reading familiar texts in collaboration with peers • compare text features of familiar, similar Spanish and English texts, such as greeting cards, games, or menus and use modelled features in own texts • use writing conventions in simple information reports, such as capitalisation, full stop, question marks, exclamation marks or commas, and text features, such as ordinal numbers in procedures or dot points in titles and sub-titles, and use in own texts. 	<p>Identify the audience, purpose and type of text by its features, make connections between texts in English and Spanish, and use modelled features in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify differences between written and spoken forms of different types of texts in both Spanish and English, for example, when comparing a written story with a spoken one, or a letter with a phone call • read, view or listen to a range of familiar texts and recognise how elements of the texts combine to make meaning, for example, the images, font and script of a cartoon, the title, layout and illustrations in a picture book, and the highlighting of names, dates and times on an invitation • compare text features of familiar, similar Spanish and English texts, such as greeting cards, games, menus and use modelled features in own texts. 	<p>Understand and begin to apply specific text features and writing conventions to suit different purposes and audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the purpose of key features of different types of texts, for example, a shopping list serves as a reminder to self and consists of items and quantities, whereas a shopping transaction involves interaction and negotiation and more extended language • transform a text, such as a poem, into another type of text, such as a conversation or cartoon • use and apply writing conventions, such as spelling, punctuation, capitalisation, simple sentence structures, or parts of speech appropriate for a variety of texts, such as, recount, procedure or song • compare a range of texts and discuss reasons for specific text features, such as dot points for a procedural text or a heading and sub headings in information reports. 	<p>Identify text features and written conventions in Spanish and English texts and apply in own texts to suit different purposes and a range of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and compare features of simple spoken and written texts in Spanish, such as phone calls or cartoons, with similar texts in English • identify the purpose, context and intended audience of a range of familiar types of texts, such as phone messages, sports' reports or takeaway food orders • recognise grammatical elements associated with particular texts, for example, the use of imperatives in games and time markers in stories • apply text features and writing conventions sourced from modelled texts when writing a variety of texts that inform, entertain or persuade.

<p>Key concepts: conventions, structure, noticing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When do words become a text? • What do I notice about texts around me? 	<p>Key concepts: conventions, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the layout of a text help? • How can images help us understand writing? 	<p>Key concepts: conventions, format, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do texts in all languages have the same features? • Does format matter?
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Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that in Spanish different words and phrases are used to address and greet people according to relationship, context and time of day.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice and mimic titles used with members of families, and titles used for adults, such as teachers, for example, <i>Tío Roberto, Abuela Mercedes, Señor Smyth, Señorita Gomez</i> • notice and mimic greetings that can be used all day, such as <i>hola, adiós</i> • mimic language exchanges used on special occasions, such as <i>Feliz Navidad, Feliz cumpleaños</i>, after viewing interactions in the classroom, or in video clips • begin to notice by viewing a world map, that Spanish is the language of Spain as well as many countries in the world. 	<p>Notice that in Spanish different words, phrases and expressions are used to address and greet people according to, age, relationship, context and time of day.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and reproduce the titles used with familiar adults, such as family, friends and neighbours, for example, <i>Doña Matilde</i> • understand that titles are often used for teachers and adults, for example, <i>Señor Smyth, Señorita Gomez</i> and recognise and reproduce these • notice that exchanges between children and their siblings or friends are less formal and that exchanges between children and adults depend on the relationship between them, the time of day and the context • notice greetings used in the morning, afternoon, night and those that can be used all day • notice and mimic language exchanges used on special occasions, 	<p>Notice and share different words, phrases and expressions used to address and greet people according to age, relationship, context and time of day.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and share different titles and terms of address used with different people, such as, <i>Doctor García, Presidente Martínez</i> • understand that language exchanges in Spanish, such as greetings, vary according to the time of day or the occasion, for example, <i>Buenas tardes, Buenas noches, Felicidades, Feliz Año Nuevo</i> • notice that social relationships between people can be identified by observing and listening to interactions. 	<p>Recognise and share the language variations used in different contexts that indicate the age, gender and relationship of participants.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and give examples of how they communicate with own family and friends and with people less close to them, noticing differences in gestures, behaviour or expressions • identify social relationships between people and share examples of language and expressions used, when observing interactions in Spanish-language materials, such as video clips, cartoons • notice that some terms of address change according to gender, such as <i>amigo / amiga</i>. 	<p>Recognise and give examples of the language variations used in different contexts that indicate the age, gender and relationship of participants.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and give examples of variations in language use according to context, for example, language used when interacting with peers during playground games is different to that used with teachers in class, <i>Hola, ¿qué tal? Buenos días señora García, ¿cómo está?</i> • notice that titles or terms of address change according to gender, such as <i>doctor / doctora, señora / señorita</i>, and compare to other known languages. 	<p>Identify and discuss that language use, expressions and behaviour vary according to relationships, age, context and cultural practices.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify different pronouns and terms of address used with different people depending on the relationship, for example, <i>tú, doctor García, Doña Aura</i> • discuss variations in language use, expressions and behaviour according to contexts, such as, when interacting with people in authority, older or younger people, peers, family, strangers • discuss variations in language use, expressions and behaviour according to culture, such as youth culture, sporting culture and school culture • identify some Spanish-speaking countries and explore the variations that exist in language use. 	<p>Consider and compare how language use, expressions and behaviour vary according to relationship, context and cultural practices and values.</p> <p>Students:</p> <ul style="list-style-type: none"> • find examples of informal language used by young people in Spanish, for example, shortened noun forms, such as <i>la profe, la bici, la compu</i> or the use of emoticons, and compare with the use of similar abbreviations by young Australians, such as ‘vegie’, ‘ta’, ‘telly’, and consider why these forms of language are used • understand the importance of using appropriate terms of address when interacting with different people, for example, using <i>tú</i> when speaking with close friends, family members or young people, and using <i>usted</i> for less familiar adults • notice the use of emotive or affectionate language between close friends and family members, or persuasive language used in advertisements.

	such as <i>Feliz Pascua, Felices vacaciones.</i>				
<p>Key concepts: noticing, variation, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we vary our language when talking to family, friends or adults? 		<p>Key concepts: variation, formality, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we change our language in different situations? 		<p>Key concepts: variation, context, register, status, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there more than one way to get the same message across? • How is respect shown through language? • When is it okay to use informal language? 	

Thread: Language change and diversity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that Spanish is widely spoken around the world, and that languages, including English and Spanish, borrow words from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice the world around them and how Australians may speak, or be taught at school, one or more languages, including Aboriginal or Torres Strait Islander languages, Auslan, English or Spanish • notice the languages of classmates and teachers, and where those languages originated, for example, by looking at maps of the world • begin to understand that Spanish is spoken in many countries and communities • begin to notice that languages share common words between them, for example, names of fruit, 	<p>Notice that English and Spanish, like many languages in the world, borrow words from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice some English words that have come from Spanish and realise that languages borrow from each other, for example, <i>plaza, burrito, chorizo, salsa</i> • notice words that sound different but look the same in Spanish and English, such as, <i>cereal, tractor</i> • view a variety of multimodal texts and images of languages and cultures to recognise that there are many languages in the world and in Australia, and that people can be bilingual or multilingual • notice words in songs or rhymes or simple stories that look the same as English, but sound 	<p>Recognise that English and Spanish, like many languages in the world, borrow words, phrases and expressions from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand there are regional variations of Spanish around the world, each with its own culture and language diversity • recognise where Spain and Spanish-speaking countries and communities are located, for example, on a world map • recognise words in English, that are borrowed from Spanish, such as, <i>patio, siesta, taco, tango, mosquito</i> • recognise words in Spanish that are borrowed from English or other languages, such as, <i>email, chat,</i> 	<p>Notice that languages change over time, according to new ideas, experiences and contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice how Spanish words used in everyday life in Australia are used by speakers of English Spanish and other world languages, such as <i>poncho, chocolate, tapas, paella, chorizo</i> • observe language used across generations, such as, the differences in words used by grandparents, parents and themselves, and suggest why changes occur over time • recognise that Spanish has many words that originate from other languages and consider why languages borrow words from each other. 	<p>Understand that languages change over time and place, and according to new ideas, experiences and contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that languages merge with each other to invent new words or expressions, for example, <i>el canguro</i> • understand that words have different origins and that languages adapt, adopt and change words to suit new ideas and contexts • understand that borrowed words and expressions reflect changes in technology and experiences, for example, <i>Googlear, cambiar de look, hacer footing, cliquear.</i> 	<p>Understand that Spanish is changing over time due to contact with other languages and the impact of new ideas and technologies.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand there are many varieties of Spanish spoken in different countries, regions and communities involving different accents, dialects and vocabulary • understand that languages change over time due to technology, such as movies, television programs, advertisements and social media • understand that Spanish is influenced by and influences other languages and cultures, for example, in relation to pop culture, food, music and sport, for example, <i>fiesta, rumba</i> and <i>tapas</i> 	<p>Understand that Spanish is changing over time due to contact with other languages and the impact of global trends, technology and social change.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that media, digital technologies and popular culture influence Spanish language, for example, <i>tuitear, email, correo electrónico, chatear, textear, bloguear, rapear, rapero, un selfie</i> • understand that global trends, such as travel, tourism and digital communication influence language change • notice the impact of social changes on language use, including the use of inclusive and gender-neutral language amongst Spanish-speaking young people • understand that languages change, that some continue

<p>toys or numbers may be similar in Spanish, English or other languages.</p>	<p>different in Spanish, for example, <i>color</i>, <i>animal</i>.</p>	<p><i>bacon</i>, noticing changes in pronunciation.</p>			<p>• explore the etymology of familiar Spanish words, for example, the word <i>chorizo</i> comes from Medieval Latin.</p>	<p>to grow and expand, while others are being revived or are endangered, for example, indigenous languages in Mexico or Aboriginal and Torres Strait Islander languages.</p>
<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I hear or see around me? • Where in our community and beyond is Spanish spoken? 			<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Where can I see and hear this language in our community, in Australia, or in the world? • How do languages change over time? • Is Spanish the same wherever it is spoken? • Why do languages borrow words? 		<p>Key concepts: diversity, change, origin</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why has Spanish evolved and changed over time? • Who uses Spanish and why? • Why is Australia a multilingual country? • How does knowing the origin of words help our learning? 	

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice connections between languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and discuss in English where they have heard or seen languages, including Spanish, in the community, such as at home, on television, in restaurants, or at supermarkets, festivals or school • begin to notice that when learning Spanish, they are also learning about Spanish-speaking cultures • begin to notice that languages and cultures are connected <p>explore cultural artefacts from Spanish-speaking cultures, making connections with language use, for example, modern and traditional toys, such as brightly painted <i>emboques</i> (cup and ball), <i>trompos</i> (spinning tops), <i>maracas</i>, <i>piñata</i>, <i>marionetas</i> y <i>muñecas</i>.</p>	<p>Notice connections between each other’s languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice how Spanish speakers use gestures and language in everyday activities, such as when greeting or sharing a meal • notice that gestures and facial expressions convey meaning, for example, nodding, shrugging or raising an eyebrow • notice ways that culture and language are expressed through music, dance, stories, games and practices unique to Spanish-speaking cultures • understand that people celebrate familiar events in many ways, for example, birthdays or special events. 	<p>Notice some ways that language use reflects cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that culture involves elements, such as food, music or festivals, as well as behaviours, such as gestures and manners • notice that languages and cultures can be represented in many ways, such as, how people live or how they interact with each other • notice that learning and using Spanish involves cultural ways of behaving, for example, in familiar contexts, such as mealtimes, visiting friends or leisure activities • notice that languages and cultures show affection, such as using nicknames, surnames and ways of referring to family members, <i>Juancito, Paquito; Nacho, Paco; Lola García Martínez; mi yayo/a, tato/a</i>. 	<p>Recognise ways that languages and cultures are reflected in everyday interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that language reflects cultural values, such as, what is important, for example, how affection is reflected in the use of diminutives, for example, <i>mamita, papito, abuelita/o, hermanita/o</i> • notice how written communication between friends and family reflects culture, for example, <i>besos y abrazos</i> represents hugging and kissing, just as an <i>X</i> and <i>O</i> represents hugs and kisses in English • understand that expressions or behaviours may be interpreted differently, for example, customs related to the repeated offering of food or drink to a visitor. 	<p>Recognise and discuss ways in which language use is reflected in cultural practices.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that culture can be conveyed through gestures, actions and body language, for example, ways to greet, farewell, get attention or request something • recognise cultural values in Spanish-speaking contexts, for example, through expressions and behaviours used in everyday interactions or at festivals or celebrations • understand that language use reflects cultural values, for example, using titles or terms of address to show respect • begin to use metalanguage when talking about culture using terms, such as meaning, behaviour, values, ideas and traditions or responding to prompts, such as, ‘What does it mean when...? Why do you think people...?’ 	<p>Understand connections between cultural practices and language use.</p> <p>Students:</p> <ul style="list-style-type: none"> • make connections with various ways of communicating or behaving that might reflect traditions, values and practices • choose words or expressions commonly used in interactions, and decide how to interpret or explain them to Spanish speakers, for example, ‘mate’, ‘fair dinkum’ • note the connections to religion in Spanish cultures, for example, in the use of names with religious associations, such as <i>Rosario, Maria, Jose, Mateo, Pilar Mercedes</i> • identify expressions and gestures used in everyday cultural practices, such as ways to greet, use of personal space or ways to interact with each other, for example, at a celebration, public event or family dinner. 	<p>Understand that cultural practices and values affect language use and communication.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice own ways of interacting in familiar contexts and compare with young Spanish-speakers in similar contexts, noting language use, for example, when watching videos of everyday interactions • notice ways of offering or showing values, such as politeness, recognition, praise or gratitude, for example, language use when responding to offers of food or drink • understand that people interact in many ways depending on their own cultural perspective, for example, variations in behaviour, tone of voice, eye contact or choice of language.

<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I already know about Spanish and its cultures? • What do I want to know about Spanish and its cultures? 	<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Language and culture - how are they connected? • What cultural words or expressions do I notice in Spanish? 	<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I communicate, what cultures are at play? • How can I see culture within language? • Is it possible to learn a language without learning its cultures?
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