

The Australian Curriculum

Subjects	Spanish
Year levels	Foundation Year

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things

[Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating]

([ACLSPC109 - Scootle](#))



Elaborations

greeting and farewell others at different times of the day and in different contexts, using appropriate forms of address, for example, *¡Hola amigos! ¡Buenos días profesora! ¡Buenas tardes abuela! ¡Hasta mañana tía!*

introducing and describing self, family members, friends and favourite things, animals and objects using visual supports such as photos, pictures or digital images, for example, *Me llamo Jorge; ¿Cómo te llamas? Tengo un hermano pequeño; Me gusta la clase de español; Este es mi papá, Esta es mi mamá; Mi perro es blanco y grande. Tengo una bicicleta verde*

using simple statements to express likes and dislikes, for example, *Me gusta Dora la exploradora; No me gusta la sopa; Mi color favorito es el rojo*

using formulaic expressions to offer congratulations or to express wishes related to special occasions, for example, *¡Feliz Navidad! ¡Feliz cumpleaños! ¡Muy bien!*

using simple gestures to accompany expressions such as *así así, ¡ajo!, ¡no!, ¡qué problema!*

Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive [language](#)

[Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking]

([ACLSPC110 - Scootle](#))



Elaborations

participating in games or activities that involve taking turns, making choices or swapping items, such as number, time-telling or memory games (*¿Qué hora es señor Lobo?, El escondite inglés, La vaca eres tú*), using language such as *me toca; gané; te toca*

contributing to class activities or projects that involve naming, illustrating and labelling, such as creating a class garden, or a photo or digital display of a shared event or activity

participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul*

participating in songs and chants such as counting songs or rhyming games by singing and performing actions, for example, *Mi carita redondita, Había una vez un barquito chiquitito, Un elefante se balanceaba*

Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions

[Key concepts: routines, roles; Key processes: following instructions, responding]

([ACLSPC111 - Scootle](#))



Elaborations

participating in class routines such as taking the roll and stating the day and date, for example, *hoy es lunes 26 de julio*

interacting with one another during class activities, for example, *vamos al recreo, ¿puedo ir al baño? gracias, lo siento, por favor, dame el borrador*

responding to classroom instructions through actions, gestures and verbal responses such as *siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen un círculo, todos de pie, levanta la mano*

demonstrating and mimicking hand gestures, intonation patterns or facial expressions that accompany language or stand alone, for example, shrugs or exclamations such as *¡Hala! ¡Uf!*

Informing

Locate specific words and expressions in simple print, spoken and [digital texts](#) such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks

[Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting]

([ACLSPC112 - Scootle](#))



Elaborations

listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding

recognising symbols, words and phrases in written Spanish such as titles, labels and captions

participating in shared reading of print and digital texts such as Big Book stories about familiar events or contexts (*Los tres cerditos, Tico tango*), using pictures, intonation and contextual clues to predict

meaning and identify key information

demonstrating comprehension of individual words and phrases in simple spoken, written and digital texts by actions such as labelling, drawing, miming or onscreen pointing, clicking or dragging

responding to questions about participants and objects that elicit details such as size, colour, quantity or place, for example, *¿De qué color es la casa...? La casa es azul. ¿Dónde está el gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño?*

Present factual information about self, family, friends and everyday objects using simple statements and support materials

[Key concepts: self, family, favourite; Key processes: naming, labelling, showing]

[\(ACLSPC113 - Scootle !\[\]\(ec9132f1d27c8919987d92907322654d_img.jpg\)](#))



Elaborations

labelling or naming personal possessions and classroom items and resources, for example, *la mesa, mi lápiz, tu cuaderno, la pizarra portátil*

using simple statements, familiar vocabulary and concrete materials to talk about self and the immediate environment, for example, *Tengo el pelo largo. Estoy en mi clase. Mi hermana se llama Lucía. Este/a es mi mejor amigo/a. Me gusta tocar el/la piano/flauta*

contributing to shared understanding of aspects of the Spanish-speaking world through activities such as pointing to places on a map or at pictures of foods, flora and fauna, for example, *En México, la comida es picante. Guinea Ecuatorial está en Africa. El lince es bonito*

drawing aspects of daily routines (*la merienda, los deportes, las tareas de la casa*) and creating captions or attaching word bubbles

using key words and phrases to describe aspects of a video clip, photo story or excerpt from a television program such as *Barrio Sésamo*, for example, *Hoy vamos a hablar de la letra ñ*

Creating

Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance

[Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading]

[\(ACLSPC114 - Scootle !\[\]\(cbd8541a32dfc32f356f5c6c994b0a21_img.jpg\)](#))



Elaborations

reciting and performing chants and rhymes, for example, 'El Renacuajo Paseador' and 'El lagarto y la lagarta', adding gestures such as clapping or dancing to support rhythm and expression

listening to, reading or viewing Spanish versions of familiar stories such as *Los tres ositos* or *El patito feo*, identifying recurring expressions and re-enacting elements with puppets, props or actions

responding to oral, print and digital imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement

making simple statements in response to favourite characters in stories, rhymes or songs, for example, *el lobo es feroz*, *el osito está triste*, *¡Qué divertido!*

Create and perform simple imaginative texts that involve repetitive **language**, experimenting with sound patterns, rhymes and non-verbal forms of expression

[Key concepts: rhythm, expression, **performance**; Key processes: chanting, drawing, singing, dancing]

([ACLSPC115 - Scootle](#))



Elaborations

performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning

creating and presenting a shared class story that involves repeated actions and audience involvement

creating a new version of well-known stories, songs or rhymes such as *Tengo, tengo, tengo* by substituting words, phrases and expressions

composing original short stories by matching or sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language

Translating

Translate frequently used words and simple phrases using visual **cues** and resources such as word lists

[Key concepts: similarity, difference; Key processes: identifying, noticing]

([ACLSPC116 - Scootle](#))



Elaborations

explaining to others the meanings and use of simple expressions such as greetings that are used for different times and occasions, for example, *¡Buenos días!* *¡Buenas tardes!* *¡Buenas noches!*

using classroom resources such as word banks/wall charts, visual dictionaries, word lists and pictures to translate the meaning of single words and common expressions

identifying words that look similar and have the same meaning in Spanish and English but are pronounced differently (*animal*, *tomate*, *fruta*, *violín*, *guitarra*, *mosquito*), and considering why these

words are similar

demonstrating and explaining hand gestures, intonation patterns and facial expressions that accompany Spanish words and phrases or can be used without language

[Create](#) simple print or [digital texts](#) that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries

[Key concept: equivalence; Key processes: labelling, captioning]

([ACLSPC117 - Scootle](#) )



Elaborations

making personal bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as *merienda*, *doña*, *don*, *buñuelos*

making bilingual greeting cards for celebrations such as *Reyes*, *Día de la Madre* or *Día del Santo*, using greetings such as *feliz día de la madre*, *feliz día de tu santo*, or *feliz día del maestro* alongside equivalent English greetings where culturally appropriate

creating an identity card that contains parallel personal information in Spanish and English, for example, *nombre/name*, *apellidos/last name(s)*, *edad/age*, *Mis amigos son.../My friends are...*, *Vivo en.../I live in...*, *Me gusta.../I like...*

adding captions in Spanish and English for a photographic display of a class event or experience such as sports day or school camp, for example, *¡De excursión en la granja! Nuestros experimentos de ciencia. Aquí estamos comiendo ceviche*

Reflecting

Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own [language\(s\)](#) and [culture\(s\)](#)

[Key concepts: [language](#), [culture](#), difference; Key processes: noticing, comparing]

([ACLSPC118 - Scootle](#) )



Elaborations

comparing aspects of the lives of children in Australian and Spanish-speaking countries as represented in print and digital images, video clips and stories, for example, ways of playing games, eating food, or interacting at school or at home

using some Spanish words, expressions and exclamations when playing with one another, for example, *¡Ay! ¡salud!* and noticing any differences in behaviour, use of voice or body language compared to when using English

responding to teacher prompts in Spanish or English, for example, *¿Qué ves/notas?* or 'What do you

notice about...?', to capture their impressions when viewing images or stories involving children in Spanish-speaking contexts

Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'

[Key concepts: self, [identity](#), family, community; Key processes: noticing, describing]

([ACLSPC119 - Scootle](#) )



Elaborations

making simple statements about themselves, including where they come from and what language(s) they speak

identifying themselves as belonging to different groups, such as family, class or peer groups (*Yo soy australiana y chilena*, *Soy un niño/una niña. Estoy en la clase B*), and representing these relationships through drawing pictures, adding captions to photos, or digital text creation

comparing their own ways of communicating, including using any other languages with those of friends or family members who speak different languages

considering whether there are any aspects of their ways of communicating that might be unfamiliar to children from different cultural backgrounds

Understanding

Systems of language

Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing

[Key concepts: phonic awareness, [pronunciation](#); Key processes: reading aloud, listening, mimicking]

([ACLSPU120 - Scootle](#) )



Elaborations

becoming familiar with the Spanish alphabet, noticing that there is an additional letter as compared to English, *ñ*

imitating Spanish sounds such as *j* in *viaje*, *ñ* in *niño*, *b* and *v* (*vaca y boca*), *ll* in *calle*, and *rr* in *carro*

noticing that statements and questions have different intonations, for example, *Fernando no está.* *¿Fernando no está?*

developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and

phrases in context

experimenting with sounds in onomatopoeic words such as those related to animal sounds, for example, *pío*, (*pájaro*), *quiquiriquí* (*gallo*), *miau* (*gato*), *guau* (*perro*)

noticing differences in punctuation between Spanish and English, such as inverted exclamation and question marks at the beginning of sentences

Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships

[Key concepts: syntax, word order; Key processes: naming, noticing patterns]

(ACLSPU121 - Scootle [↗](#))



Elaborations

learning the structure of simple affirmative/negative statements and questions based on models, for example, *No tengo perro. Gloria come verduras. ¿María tiene cinco años?*

recognising definite and indefinite articles with nouns, for example, *la mesa, una mesa; el niño, un niño*

noticing that adjectives usually follow nouns and are used to describe the colour, size, shape or characteristics of a person, place or object, for example, *la casa grande, el balón gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta*

noticing and using singular masculine or feminine forms of nouns and adjectives, for example, *el plátano delicioso, la canción chilena*

understanding and responding to basic familiar instructions and imperatives, for example, *siéntate, escucha, cierra la puerta, silencio*

observing gender in patterns of naming, for example, *Julio/Julia, Patricio/Patricia*

using subject pronouns to identify people, objects or animals, for example, *Yo, tú, él, ella*

building vocabulary related to familiar environments (*lápiz, casa, mamá, papá*), and using cognates such as *animal, color, triángulo, familia...*

learning simple verbs to express likes and dislikes, for example, *comer, bailar, hablar, correr, jugar* and *caminar*, and using them in modelled and formulaic expressions such as *No me gusta correr/caminar; ¿Te gusta este juguete?*

using singular possessive adjectives, for example, *mi casa, mi hermano, tu amiga*

Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories

[Key concepts: text, meaning, structure; Key processes: recognising, identifying]

(ACLSPU122 - Scootle [↗](#))



Elaborations

understanding that texts can be spoken, written, visual or acted out and that they can be very short (*jalto!*) or much longer, for example, a song or story

observing typical features of familiar types of texts such as stories, greeting cards and nursery rhymes, for example, the use of the story-starter *Érase una vez...*

understanding that texts have a purpose, for example, timetables indicate what happens when (*guía de horarios*), recounts describe past events (*Había una vez*) and greeting cards convey feelings (*Te amo/Te quiero*)

comparing familiar texts in Spanish and English, such as counting games or street signs, identifying elements in the Spanish texts that look or sound different

Language variation and change

Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day

[Key concepts: language as social practice, context; Key processes: noticing, comparing]

(ACLSPU123 - Scootle [↗](#))



Elaborations

understanding that different forms of language are used with different people, for example, appropriate pronouns and forms of address such as *tú, vos, doctor García, Doña Aura*

understanding that language use varies according to context and situation, for example, language used when interacting with peers during playground games is different to that used with teachers in class (*Hola, ¿qué tal?; Buenos días señora García, ¿cómo está?*)

understanding that language exchanges in Spanish such as greetings vary according to the time of day or the occasion, for example, *Buenas tardes, Buenas noches, Felicidades. Feliz Año Nuevo*

identifying social relationships between people observed interacting in Spanish-language materials such as video clips or cartoons

Understand that the English and Spanish languages borrow words from each other

[Key concept: [word borrowing](#); Key processes: noticing, listing]

([ACLSPU124 - Scootle](#))



Elaborations

recognising words in Spanish that are borrowed from English (*email, chat, bacon*) and words in English that are borrowed from Spanish (*patio, siesta, taco, tango, burrito, mosquito*)

comparing how Spanish words that are used in everyday life in Australia (*poncho, chocolate, tapas, paella, chorizo*) are pronounced by speakers of English and Spanish

Recognise that Spanish is one of many languages spoken around the world and in Australia

[Key concepts: multiculturalism, [culture](#); Key processes: mapping, discussing]

([ACLSPU125 - Scootle](#))



Elaborations

understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language

recognising that Spanish is an important world language, spoken in different forms in many countries in the world, including Australia

understanding that many different languages are spoken in Australia, including Aboriginal languages and Torres Strait Islander languages



Role of language and culture

Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers

[Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections]

([ACLSPU126 - Scootle](#))



Elaborations

exploring the meaning of *culture*: how it involves visible elements, such as ways of eating, or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others

noticing similarities and differences between naming systems across languages and cultures represented in the classroom, for example, the use of diminutives, nicknames, surnames and ways of referring to family members (*Juancito, Paquito; Nacho, Paco; Lola García Martínez; mi yayo/a, tato/a*)

noticing expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sports and leisure activities, for example, 'backyard' or 'footy'