

The Australian Curriculum

Subjects	Spanish
Year levels	Year 3

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes

[Key concepts: routine, home; Key processes: questioning, responding, describing]

[\(ACLSPC127 - Scootle !\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\)](#))



Elaborations

asking questions and giving information about school and home, for example, *¿Quién es él? Es mi amigo. ¿Qué hace tu mamá? Mi mamá es trabajadora social, ¿Qué deporte practica Miguel? Él juega al fútbol, ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio*

describing features, characteristics and locations of particular things or places, for example, *Mi celular es viejo, El parque está detrás de la escuela. La ciudad de México es gigante. ¿Dónde está la piscina? Está a la izquierda del lago. Mi escuela es muy grande y está en Adelaida*

using formal and informal greetings in spoken and written forms of communication, for example, *Querida abuela, Hola María*

describing routines and favourite activities using expressions related to time and days of the week, for example, *voy al colegio todos los días, todos los martes practico tenis*

exchanging information about family, friends or interests, using simple descriptive statements and cohesive devices such as conjunctions, for example, *Puedo correr pero no puedo nadar, Me gustan Shakira y Ricky Martin porque bailan bien*

Participate in collaborative tasks and experiences such as creating and presenting a display or

[performance](#) and following procedures and instructions

[Key concept: collaboration; Key processes: contributing, exchanging]

[\(ACLSPC128 - Scootle !\[\]\(83bbbd261710c59db0214aa27b2edc0d_img.jpg\)](#))



Elaborations

working together on tasks such as designing a poster for a special event, planning a puppet show, or creating menus or picture books for 'buddy' classes, collaborating to make decisions about content, vocabulary and design, for example, *¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma...*

working with visual, print and digital modes of expression to create invitations for a party,

performance or class event, for example, *Querido/a amigo/a; Me gustaría invitarte a mi..... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. Hasta pronto*

preparing, rehearsing and conducting public presentations and performances such as an item in Spanish for school assembly or a presentation to parents

following procedures and instructions for shared activities, for example, following a recipe for guacamole, paper cutting decorations, making a *cometa* or *papalote*, or completing a simple science experiment such as germinating a bean

Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others

[Key concepts: cooperation, school life; Key processes: questioning, requesting, suggesting]

([ACLSPC129 - Scootle](#))



Elaborations

responding to simple questions, for example, by describing the weather and the day's schedule, using modelled language such as *¡Qué calor hace! Hoy tenemos español y música*

asking how to say or write a word, for example, *¿Cómo se dice ...? ¿Cómo se escribe ...?*

making and responding to requests (*¿Me prestas...?, Permiso..., Habla más alto, cerrad vuestros libros; pásame las tijeras, ¿dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación...en tu tableta*), and asking for rephrasing or repetition, for example, *Repita, por favor...*

negotiating turn-taking and complimenting their friends, for example, *es mi turno/es tu turno... o muy bien, felicitaciones/enhorabuena, bonito, excelente; buen trabajo*

Informing

Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests

[Key concepts: routine, events; Key processes: identifying, recording, questioning]

([ACLSPC130 - Scootle](#))



Elaborations

surveying classmates, for example, about likes and dislikes, interests or favourite things (*¿Cuál es tu videojuego/animal favorito? ¿Te gusta...? ¿Cuándo es tu cumpleaños (día/mes?)*), tabulating the results and presenting the information in various formats such as pie charts, lists, tables or a shared class graph

collecting information from media and print resources about aspects of the Spanish-speaking world (different animal species, currency, indigenous languages/communities), presenting it to others in new ways such as creating a digital display or spoken, print or visual presentation with names, descriptions and captions, for example, *la llama es blanca... La moneda de España es el euro... Los indígenas/aborígenes de Chile son los mapuches*

comparing information about activities and practices across cultures, for example, by reading, viewing or listening to texts related to aspects of school life, such as timetables, canteen menus, extracurricular activities or sports

working in groups to obtain and use information from print, visual or digital sources related to other learning areas, for example, naming countries and significant land features, or recording distances using geographical skills

Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images

[Key concepts: experience, representation, culture; Key processes: describing, presenting]
(ACLSPC131 - Scootle [↗](#))



Elaborations

creating a class book, visual/digital display or collection related to topics they have been studying in Spanish and/or other curriculum areas, for example, *recetas favoritas, animales, la naturaleza, “los conquistadores”*

presenting information on cultural events or topics likely to interest other children of the same age, for example, a children’s *salsa/flamenco/cueca* competition

planning and giving short presentations in Spanish on topics such as holidays or favourite computer games, using a combination of language and visual images such as photos, illustrations, captions and diagrams, for example, *Mis videojuegos favoritos son Minecraft y Candy Crush. Mis vacaciones en la nieve: este es mi muñeco de nieve*

Creating

Read, view and listen to stories, children’s television programs and songs and make simple statements about characters, themes and reactions

[Key concepts: character, plot; Key processes: comparing, responding, experimenting]
(ACLSPC132 - Scootle [↗](#))



Elaborations

reading, viewing and listening to a range of print, digital and oral texts through shared and guided participation, for example, by responding to questions about characters, ideas and events or by illustrating and captioning aspects of texts

expressing personal reactions to characters or events in texts such as children’s television programs, stories and songs, using artefacts such as puppets or masks, for example, *me gusta/no me gusta... ¡Qué asco! ¡Qué raro! Ellos son muy graciosos/divertidos; Ellas son muy graciosas/divertidas*

commenting on culturally specific elements of stories or songs, for example, family relationships, the role of music or performance, or values associated with children or older people

experimenting with voice and gestures to animate characters and with movement and action to act out events in imaginative texts, for example, assuming a character from a text and participating in a dialogue

Create short imaginative texts such as dialogues and stories using modelled [language](#)

[Key concept: imagination; Key processes: experimenting, performing, creating]

([ACLSPC133 - Scootle](#))



Elaborations

creating simple imaginative texts to share with younger learners of Spanish, such as digital or print storybooks, anagrams or shape poems, using modelled language and digital programs such as Vokis

using gestures, movements and facial expressions to enhance characterisation or effect in the performance of action songs, raps or plays

contributing to shared writing activities such as a class story in response to an event or experience, for example, a visit to the zoo or a virtual visit to a famous place

creating and performing alternative versions of or endings to known stories such as *Caperucita verde* or action songs, using voice, rhythm and gestures to animate characters

experimenting with sounds, pronunciation and vocabulary to create alternative versions of familiar songs or rhymes learnt in class, for example, *‘La vaca loca’, ‘La serpiente de tierra caliente’*

Translating

Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings

[Key concepts: gist, meaning; Key processes: matching, translating, comparing]

([ACLSPC134 - Scootle](#))



Elaborations

comparing Spanish expressions used in routine social interactions such as greetings with equivalent English versions, identifying differences, similarities and cultural references, for example, *¿qué tal?/‘Hi!’*, *chao/‘See you later’*, *¡buen provecho!/‘Enjoy your lunch’*

matching street signs from the Spanish-speaking world with equivalents found in Australia, for example, *Llamas en la carretera* and 'Koalas crossing', *No pisar el césped* and 'Keep off the grass'

using a picture or digital dictionary to find the meanings of simple words used in class, and comparing English and Spanish versions of each word

playing matching-pair games with Spanish and English word cards, matching vocabulary for familiar concepts or objects, for example, family members, or vocabulary related to food/eating

Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of **culture** represented in the texts

[Key concepts: similarities, differences; Key processes: comparing, explaining]

(ACLSPC135 - Scootle [↗](#))



Elaborations

creating simple bilingual storybooks modelled on texts such as *Cuentos de la selva* by creating captions for a series of images, and noting differences and similarities between ways of interacting in Spanish or English

creating simple illustrated bilingual texts that can be used by young learners of either English or Spanish, presenting key information on a topic of interest such as *el reciclaje* or *animales salvajes*

creating simple action songs and games that include alternating repetitive phrases in Spanish and English, for example, *Simón dice/Amanda manda/Simon Says*, *Piedra, papel o tijeras/Rock, Paper, Scissors*

Reflecting

Interact in Spanish using simple phrases and expressions, recognising how **language** reflects cultural practices

[Key concepts: **communication**, difference, respect; Key processes: noticing, comparing, reflecting]

(ACLSPC136 - Scootle [↗](#))



Elaborations

using Spanish expressions that convey politeness and respect (*por favor... gracias, puedo*), and comparing how they feel when using them compared to using equivalent expressions in English or other languages

noticing interactions when using Spanish that look or feel different to their ways of interacting in their own language/culture, for example, language around mealtimes or in the classroom

selecting words or expressions in Spanish that they think would need to be explained to non-Spanish speakers, for example, the use of family names or expressions associated with religion, or the use of *besitos* to close a telephone conversation

talking about their reactions to using Spanish, identifying ways of communicating/behaving that feel unfamiliar, enjoyable or difficult, for example, gestures or forms of politeness

Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use

[Key concepts: belonging, membership; Key processes: describing, representing]

(ACLSPC137 - Scootle [↗](#))



Elaborations

talking about their own identity and language use and creating captioned representations of their membership of clubs or groups (*Voy al club de los scouts, Mi equipo es el mejor*), their country (*nuestro país*) or language-speaking community (*en mi idioma...*)

reflecting on their experience of learning and using Spanish, considering prompt questions such as: Does this feel unfamiliar? What does this mean to me? How is this different to my usual experience?

creating a self-profile, using captioned photos, slide presentations, online internal school Vokis or concept maps to highlight key characteristics, relationships and ways of using language, for example, *Tengo nueve años; Vivo en Sídney. Estudio chino los sábados*

using simple words and expressions selected from word banks and modelled statements to create personal profiles that highlight key characteristics and features of identity, for example, *soy chino/a y australiano/a, Hablo chino, inglés y un poco de español. Soy muy valiente*

Understanding

Systems of language

Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements

[Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words]

(ACLSPU138 - Scootle [↗](#))



Elaborations

playing games such as Word Bingo with more difficult sounds, for example, the letter c in *camino/coco* compared to *cero/cifra*

learning to recognise the silent *h* as in *hamaca*, *ahora* and *almohada* and in loan words such as *hotel*

recognising and using different intonation for statements, commands, exclamations and questions, for example, *Rosa va a la escuela*; *¿Rosa va a la escuela?*; *¡Vamos todos!* *¡Ay, ay, ay!*

extrapolating from familiar sounds and contexts to spell new words, for example, predicting how to spell *Pablo* having learnt the spelling of *hablo*


understanding that an accent may change the meaning of the word, for example, *tú* and *tu*, *papa* and *papá*

noticing the function of accents in relation to stress and pronunciation, for example, *café*, *teléfono*, *árbol*

applying punctuation and capitalisation rules when writing, such as not capitalising days of the week, months of the year or nationalities

understanding that some letters blend to make single sounds, such as *GU* in *seguimos* or *QU* in *queso*

Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, [verb](#) forms, pronouns and prepositions in simple spoken, written and [digital texts](#)

[Key concepts: grammatical rules, patterns of [language](#), gender; Key processes: recognising, applying] ([ACLSPU139 - Scootle](#) )



Elaborations

specifying location or direction using prepositions such as *en*, *encima*, *debajo*, *a la izquierda* and *a la derecha*, for example, *La regla está en el estuche*

using imperatives to tell others to do something, for example, *date prisa*, *colorea el dibujo*

using question words to seek information, for example, *¿Cómo te llamas?* *¿Dónde está tu casa?* *¿Cuántos hermanos tienes?* *¿Quién es tu mejor amigo?*

using a range of adjectives to describe appearance and to express feelings or personality, for example, *extraño*, *fantástico*, *estupendo*, *serio*, *responsable*, *inteligente*

linking ideas using conjunctions such as *y*, *o* and *pero*

noticing the use of personal pronouns, for example, *yo*, *tú*, *él*, *ella*, *nosotros/as*, *vosotros/as*, *ellos/as*

using possessive adjectives in singular and plural forms, for example, *nuestra clase*, *vuestra escuela*,

tu abuela, mis amigos, tus compañeros

using cardinal numbers to describe quantity, to tell the time and for dates and ages, for example, *tengo cinco amigas, Son las tres en punto, Hoy es veintiuno de agosto, Tengo nueve años*

using common verbs in familiar contexts, for example, *ser* and *estar, dormir, estudiar* and *cantar*

identifying and applying the use of singular, plural and gender forms in simple sentences, for example, *la motocicleta es negra, los bolsos son verdes*

using words and expressions to locate events in time (*hoy, ayer, mañana*), to describe weather (*Hoy hace calor*) and to name days of the week (*Mañana es lunes*)

using suffixes such as *-ísimo/a-* and *-ito/a* to modify the meaning of nouns, adjectives and adverbs, for example, *lentísimo; graciosísimos; casita; gatito*

building metalanguage to talk about grammar and vocabulary (*singular, plural, masculino, femenino, artículo, adjetivo, sinónimo...*) and comparing with equivalent terms in English

Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions

[Key concepts: [language](#) features, structure; Key processes: observing, comparing]

([ACLSPU140 - Scootle](#))



Elaborations

noticing differences between written and spoken forms of different types of texts in both Spanish and English, for example, comparing a written story with a spoken one, or a letter with a phone call; and recognising how elements of 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

comparing features of similar texts in Spanish and English, for example, greeting cards, interactive games or tuckshop menus

Language variation and change

Understand that [language](#) use varies according to the age and relationship of participants

[Key concepts: [register](#), status; Key processes: observing, explaining]

([ACLSPU141 - Scootle](#))



Elaborations

reflecting on how they communicate with family and friends and with people less close to them,

noticing differences in language use and communicative behaviour

analysing how the language of texts such as invitations, apologies or greeting cards may vary depending on the relationship between the sender and the receiver

noticing differences in the ways that Spanish and English speakers communicate with different people, for example, with young children or with unfamiliar adults

Recognise that languages change with use over time and according to [context](#)

[Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing]

([ACLSPU142 - Scootle](#))



Elaborations

discovering English and Australian Aboriginal language words used by Spanish speakers (*shopping, tiquet, básquetbol, el eucalipto* and *canguro, bumerán*), and considering the context of their use



finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, *Hacer zapping, cambiar de look, hacer footing*.

Identify the variety of languages represented in the school, local community and general Australian population

[Key concepts: community, diversity; Key processes: mapping, grouping]

([ACLSPU143 - Scootle](#))



Elaborations

identifying languages used by classmates, for example, by creating a class profile or language map with greetings in each language

discussing the nature, history and importance of Aboriginal languages and Torres Strait Islander languages in the school community and in wider Australian society, and identifying the language of the Country



exploring similarities and differences between the many languages spoken in Australia and represented in the school, for example, by comparing the ways different languages use writing, sound/speech and gestures to communicate

Role of language and culture

Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions

such as expressions of respect and affection

[Key concepts: culture as process and practice, values; Key processes: noticing, comparing, connecting]

([ACLSPU144 - Scootle](#) )



Elaborations

understanding that language carries information about the people who use it and that common expressions and conventions often reflect cultural values, for example, the explicit expression of affection reflected in the use of diminutives (*primita, mami, papito, hermanito*), and the importance of religion reflected in the use of names with religious associations (*Rosario, Mercedes, Pilar*)

learning how to talk about culture and language using terms such as ‘meaning’, ‘difference’ and ‘behaviour’, and thinking about values, ideas and traditions that sit inside language, for example, responding to prompts such as: What does it mean when...? Why do you think people...?