

F-2 Myself: <ul style="list-style-type: none"> - greetings - introductions - the Alphabet - Basic daily routines: comer, estudiar, dormir Friends <ul style="list-style-type: none"> - introductions - parts of the face - physical descriptions Family <ul style="list-style-type: none"> - family members - introduction She/He People in my community <ul style="list-style-type: none"> - introduction as of professions - languages we speak My house <ul style="list-style-type: none"> - parts of the house - there is... My school: <ul style="list-style-type: none"> - areas around the school - classroom instructions Favourite things <ul style="list-style-type: none"> - toys - pets 			3-4		5-6		7-8		9-10	
Foundation	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
Myself: greetings: introduction s Numbers How old I am Favourite things Colours Fruit toys Pets Tengo un(a)... Family family	Myself : greetings according to the time days Introductio n: My name is/ I am The time My age Family family members introduction She/He parts of the	Myself: Greetings (formal and informal) The Alphabet <small>how do you spell</small> Basic daily routines: comer, estudiar, dormir Friends introductio ns he/she his/her name is... parts of the								

members introduction She/He My house parts of the house there is... shapes	face: hair physical descriptions: adjective-noun agreement hair-colour People in my community introduction as of professions My school: areas around the school classroom instructions	face physical description s: hair and eyes He/she has adjective and noun agreement Singular and plural eyes [colour] People in my community languages we speak My school: areas around the school classroom instructions								
Potential summative assessment task (End of unit assessment)										
Portrait	Portrait with caption	Personal poster								
Poster	Poster	Map of the community with short phrases including languages								
Family portrait	Profile									
Drawing	Map of the community with people	Map of my ideal school								

		with short phrases								
S1										
Theme SAT										
CONTENT DESCRIPTIONS										
<div>Partial coverage:</div> <div>To tackle next (band-based F-2, 3-4, 5-6).</div> <div>Achievement solidly covered by the end of band</div>										
COMMUNICATING Locate specific words and expressions in simple print, spoken [...] (VCESC112) Participate in shared reading, or viewing or listening to short ...e texts and respond through ...drawing (VCESC114) Experiment with sound patterns, rhymes and non-verbal forms of expression (VCESC115) Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116) Create simple print or digital texts that use both Spanish and English, such as labels [...] (VCESC117) Recognise what aspects of songs and rhymes from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (VCESC118) Recognise themselves as belonging to groups, for example: 'my family' (VCESC119)	Interact with teacher and peers to introduce self, greet and farewell others [...] (VCESC109) Recognise and answer simple questions and following classroom instructions (VCESC111) Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes [...] information to complete guided spoken and written tasks (VCESC112) Present factual information about objects using simple statements and support materials (VCESC113) Create [...] imaginative texts that involve repetitive language, experimenting with sound patterns [...] (VCESC115) Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116) Create simple print or digital texts that use both Spanish and English, such as labels, captions [...] (VCESC117) Create simple print or digital texts that use both Spanish and English, such as labels, captions [...] (VCESC117) Create simple print or digital texts that use both Spanish and English, such as labels, captions [...] (VCESC117)	Interact with teacher and peers to describe favourite things are (VCESC108) Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (VCESC111) 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 (VCESC112) Present factual information about everyday objects using simple statements and support materials (VCESC113) Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance (VCESC114) Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (VCESC115)	Gather and share information from peers and from texts relating to the Spanish-speaking world (VCESC130) Read, view and listen to stories, children's television programs and songs and make simple statements about themes (VCESC132) Create bilingual texts such as photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135) Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices (VCESC136)	Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions (VCESC128) Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images (VCESC131) Create short imaginative texts such as dialogues and stories using modelled language (VCESC133) Create bilingual texts such as action games, songs, stories or photo captions, [...] (VCESC135)	Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions (VCESC145) Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities (VCESC146) Translate simple texts[...] and note how language cannot always be directly translated (VCESC152) Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions (VCESC147) Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts [...] (VCESC150) Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated (VCESC152) Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment (VCESC153)	Interact using descriptive and expressive language to [...] , state preferences and give opinions (VCESC145) Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities (VCESC146) Translate simple texts[...] and note how language cannot always be directly translated (VCESC152)				
UNDERSTANDING Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [...] (VCESU120) Understand that the English and Spanish languages borrow words from each other (VCESU124)	Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [...] (VCESU120) Notice and apply grammatical rules such as those relating to gender [...] and definite articles when describing things (VCESU121) Understand that language is organised as 'text' and recognise features of familiar texts such as labels and rhymes (VCESU122) Understand that the English and Spanish languages borrow words from each other (VCESU124)	Notice and apply grammatical rules such as those relating to gender [...] and definite articles when describing [...] things (VCESU121) Understand that language is organised as 'text' and recognise features of familiar texts such as labels and rhymes (VCESU122) Understand that the English and Spanish languages borrow words from each other (VCESU124)	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138) 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 (VCESU139) Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138) Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140)	Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks (VCESU156) Recognise that language use varies according to the contexts of situation and culture (VCESU159)	Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions[...] to construct simple texts for different purposes (VCESU157)				
S1										

[illegible]