

Years 1–2 Spanish Curriculum and assessment plan

Example

Level description		Context and cohort considerations	
In Years 1 and 2, Spanish language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Spanish to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Spanish-speaking communities in Australia, Spain, Central, North and South America and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement. Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Spanish language and culture and their own.		Students begin learning Spanish in Prep and continue across Years 1 and 2. As they are developing their English literacy skills, activities involving reading and writing are limited during the first six months of learning. Each of the four units is taught over a full semester to support depth of learning. Across the band, the themes progress in complexity, moving from simple introductions in Unit 1 to learning to follow classroom routines in Unit 4.	
Unit 1 — ¿Quién soy yo? (Who am I?)	Unit 2 — Cabeza, hombros, rodillas y pies (Head, shoulders, knees and toes)	Unit 3 — Tengo hambre (I am hungry)	Unit 4 — Nuestra escuela (Our school)
Timing: Year 1, Semester 1 Duration: 20 weeks	Timing: Year 1, Semester 2 Duration: 20 weeks	Timing: Year 2, Semester 1 Duration: 20 weeks	Timing: Year 2, Semester 2 Duration: 20 weeks
As students explore Spanish-speaking communities and their cultures, they start to notice that their family also has unique ways of doing and saying things, and that these contribute to their culture. In this unit, students practise using different greetings according to the time of the day and responding to classroom instructions and roll call in Spanish. They begin to notice that there are different forms of address in Spanish and use polite greetings with their teacher, explaining why this is important. Students learn to share information about themselves by using modelled sentences and practising through play-based scenarios, such as introducing plush toys to one another. They listen to story books and repeat key words and short phrases aloud, imitating pronunciation. With support, they label pictures of story books’ characters in Spanish and engage in classroom games such as <i>Adivina quién</i>. Through watching short video introductions of Spanish-speaking children, students build awareness of cultural practices across the Spanish-speaking world. They participate in class discussions to identify similarities and differences between these cultures and their own. Students complete a weekly booklet with images in English, noticing aspects of their own culture(s) and language(s).	The power to converse in Spanish is in students’ hands (and wrists, elbows and arms). In this unit, students learn vocabulary relating to body parts through songs, call-and-response activities and games, e.g. playing ‘Twister’ or dancing the ‘Hokey pokey’ while following Spanish instructions. Students develop their understanding of the relationship between written and spoken Spanish by labelling outlines of humans and animals to display in the classroom. They follow teacher instructions to draw or create models of imaginary creatures by combining colours, shapes and body parts. These imagined creatures are then used by the teacher to tell stories and introduce students to a variety of verbs as students identify connections between these verbs and parts of the body, e.g. <i>boca</i> and <i>comer</i>. Students begin to respond to questions in Spanish about animal body parts, e.g. <i>¿Cuántas patas tiene un perro?</i> They engage with short texts describing animals in Spanish and take turns performing charades for their peers based on these descriptions. Students demonstrate their Spanish pronunciation skills while practising and performing a class song, such as <i>Cabeza, hombros, rodillas y pies</i>, in Spanish. They then label the outline of a body using Spanish words.	Through songs and games, students dive into the vibrant world of Spanish food, learning to express their preferences. In this unit, they learn about eating habits and famous dishes from across the Spanish-speaking world and begin to share which dishes interest them. Students trace and write two- and three-syllable food-related words in Spanish, recognising the relationship between spoken and written Spanish by matching images or classroom props of known foods to their written form. Students use Spanish to state their likes and dislikes. They ask their peers questions and begin to collect and display information about the class’s preferences, e.g. by creating a visual representation of the class’s most and least preferred fruits. Students play food-related games in Spanish, such as <i>Ensalada de frutas</i>. They write short statements about their favourite foods, applying rules for writing and building more familiarity with the Spanish punctuation and alphabet, e.g. by noticing that the letter <i>ñ</i> is not present in English. Students learn and use some Spanish adjectives relating to food, such as flavours, e.g. <i>dulce</i>, and colours, e.g. <i>rojo/roja</i>, beginning to notice that these adjectives could be masculine or feminine. They use these adjectives to describe their favourite food in Spanish, sharing this description with their teacher and peers.	The building blocks of a successful and positive Spanish classroom can be established in the early years as students learn to follow classroom routines and discuss their immediate environment. In this unit, they learn vocabulary related to school and classrooms in Spanish, e.g. <i>la biblioteca, mi pluma</i> and practise using these words in both written and spoken forms. Students watch videos about Spanish-speaking primary schools, noting familiar language. With support, they compare the experiences of the children in the videos with their own school experiences and personal worlds, building awareness that the Spanish-speaking world is diverse and that school experiences vary across different countries. Students build on their knowledge of classroom language by learning to ask for permission, e.g. by asking to borrow a pencil. They play games such as <i>Simón dice</i>, taking turns roleplaying as the teacher to practise giving and following instructions. Through games, songs, and other speaking activities, students develop Spanish pronunciation skills, imitating sounds such as <i>‘j’</i> in <i>viaje</i> and <i>‘ñ’</i> in <i>niño</i>. They collaborate with their peers to design a new school, labelling important features in written Spanish.

	Unit 1 — ¿Quién soy yo? (Who am I?)		Unit 2 — Cabeza, hombros, rodillas y pies (Head, shoulders, knees and toes)		Unit 3 — Tengo hambre (I am hungry)		Unit 4 — Nuestra escuela (Our school)	
	Assessment 1 — ‘Who am I?’ journal	Term/ week	Assessment 3 — Our song	Term/ week	Assessment 5 — Listening and matching foods	Term/ week	Assessment 7 — Tour of the school	Term/ week
Assessment	Description: Throughout the term, students complete an activity booklet, answering questions in English and through drawing pictures about what they have learnt in Spanish class. They respond to questions about their own culture, such as language(s) spoken at home, favourite foods, activities and family traditions. Technique: Short response Mode: Multimodal Conditions: up to 50 words in English	Term 1, Weeks 2–8	Description: Students sing a variety of classroom songs and engage in call-and-response activities in Spanish. Technique: Observed demonstration Mode: Spoken Conditions: time as required	Term 3, Weeks 2–8	Description: Students respond to the teacher’s instructions and questions in Spanish using cards, and Spanish words they have learnt. Then, they draw their favourite food and label it with Spanish words. Technique: Observed demonstration Mode: Multimodal Conditions: time as required	Term 1, Week 7	Description: The class walks around the school while the teacher asks questions and gives instructions in Spanish, relating to the school’s classrooms and grounds. Students use simple Spanish to respond to the teacher’s cues. Technique: Observed demonstration Mode: Spoken Conditions: time as required	Term 3, Weeks 2–8
	Assessment 2 — Self-introduction	Term/ week	Assessment 4 — Head, shoulders, knees and toes	Term/ week	Assessment 6 — My favourite food	Term/ week	Assessment 8 — My dream school	Term/ week
	Description: Students share a short introduction in Spanish, including relevant body language. They may introduce themselves or an imagined character. Technique: Observed demonstration Mode: Spoken Conditions: time as required	Term 2, Week 7	Description: Students label a picture using singular and plural Spanish words for body parts and complete a speech bubble with correct punctuation. Technique: Short response Mode: Written Conditions: up to 20 words in Spanish	Term 4, Week 7	Description: Students create a short description of their favourite food, including its colour and flavour, in Spanish, using classroom resources to check the spelling of common words. They then respond verbally to teacher questions about differences between English and Spanish. Technique: Observed demonstration Mode: Multimodal Conditions: - up to 30 words in Spanish - time as required	Term 2, Week 7	Description: Using a visual representation of the dream school created in class, students label key features of the school in Spanish, writing short Spanish sentences describing the school, with the help of classroom resources. Technique: Short response Mode: Written Conditions: up to 40 words in Spanish	Term 4, Week 7
Achievement standard	By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).		By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).		By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).		By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).	

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Moderation	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.

Content descriptions	Units				Content descriptions	Units			
Communicating meaning in Spanish	1	2	3	4	Understanding language and culture	1	2	3	4
Interacting in Spanish recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions AC9LS2C01	☒	☒	☒	☒	Understanding systems of language recognise and imitate the sounds and rhythms of Spanish AC9LS2U01	☒	☒	☐	☒
participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LS2C02	☐	☒	☒	☒	recognise that the Roman alphabet and features of language are used to construct meaning in Spanish AC9LS2U02	☒	☒	☐	☒
Mediating meaning in and between languages locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LS2C03	☐	☐	☒	☐	notice that Spanish has features that may be similar to or different from English AC9LS2U03	☐	☐	☒	☐
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LS2C04	☐	☒	☒	☒	Understanding the interrelationship of language and culture notice that people use language in ways that reflect cultural practices AC9LS2U04	☒	☐	☐	☐
Creating text in Spanish use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LS2C05	☐	☐	☒	☒					

General capabilities	Units				Cross-curriculum priorities	Units			
	1	2	3	4		1	2	3	4
Critical and creative thinking	☐	☐	☐	☒	Aboriginal and Torres Strait Islander histories and culture	☐	☐	☐	☐
Digital literacy	☐	☐	☐	☐	Asia and Australia's engagement with Asia	☐	☐	☐	☐
Ethical understanding	☐	☐	☐	☐	Sustainability	☐	☐	☐	☐
Intercultural understanding	☒	☐	☒	☒					
Literacy	☒	☒	☒	☒					
Numeracy	☐	☐	☐	☐					
Personal and social capability	☐	☒	☐	☒					

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