

Years 5–6 Spanish Curriculum and assessment plan

Example

Level description	Context and cohort considerations
In Years 5 and 6, Spanish language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Spanish to exchange information and ideas relating to their interests, school and local environment, and engage with Spanish-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources. Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Spanish language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.	Students begin learning Spanish in Prep and continue across Years 5 and 6. They begin Year 5 with an understanding of some words, phrases, and cultural practices from previous years. Students have access to technology to record and edit videos and to explore authentic language resources from across the Spanish-speaking world. Each of the four units is taught over a semester to support depth of learning and sustained language development, moving from guided exploration of familiar topics in Unit 1, to more independent and creative language use in culturally rich contexts in Unit 4.

Unit 1 — Un día en la vida (A day in the life)	Unit 2 — Modelos a seguir (Role models)	Unit 3 — Celebraciones	Unit 4 — La panadería (The bakery)
Timing: Year 5 Semester 1 Duration: 20 weeks	Timing: Year 5 Semester 2 Duration: 20 weeks	Timing: Year 6 Semester 1 Duration: 20 weeks	Timing: Year 6 Semester 2 Duration: 20 weeks
Students explore the question ‘What is daily life like in Spanish-speaking countries?’ In this unit, they learn about the daily lives of primary school students from different regions of Spain and South America and develop language to discuss their own daily lives. Through creating and participating in a class survey about daily routines, students develop an awareness of different cultural practices and consider how these practices influence their identity. Using the most common results from this survey, they write the daily routine of an imagined classmate. Students participate in discussions to share their habits, hobbies and information about their school environment, applying rules for Spanish pronunciation and intonation. They learn a variety of verbs related to routine, such as <i>desayunar</i> and <i>despertarse</i>, and combine these verbs with nouns, time expressions, and frequency words, such as <i>siempre</i>, <i>a veces</i>, <i>nunca</i>, to create sentences that describe their routines and the routines of others. To extend their vocabulary, students learn to ask and tell the time using flashcards, practising through interactive activities, such as mix and match games. They read short stories and watch videos in Spanish that relate to young people’s daily lives, identifying information in these texts in collaboration with their peers. Students also learn about animals that are native to a variety of Spanish-speaking countries, e.g. capybara and piranha, and develop their reading skills by engaging with short texts that describe these animals. They apply the knowledge from this unit to create a multimodal presentation about the imagined daily routine of an animal of their choice.	Role models provide inspiration, guidance and help shape positive values and goals for the future. In this unit, students learn about the qualities of great role models across cultural contexts as they embark on their own leadership journey. They begin to show leadership by taking turns demonstrating their ability to follow and to give instructions in Spanish, for example, <i>por favor</i> and <i>reparte los lápices</i>. Students learn Spanish adjectives to describe the qualities they value in role models and leaders, such as, <i>valiente</i> or <i>seguro/segura</i>, considering rules for masculine and feminine agreement. They read profiles of important figures from the Spanish-speaking world, such as Frida Kahlo or Lionel Messi, using online dictionaries to interpret unfamiliar words. Students discuss qualities of leadership they notice in these profiles and consider how these qualities may differ across cultures. They write a profile in Spanish of someone who inspires them, revising sentence patterns used to introduce others. Students view children’s media in Spanish, such as cartoons, and describe the characters, identifying instances where they display courage or leadership. They build on their knowledge of Spanish verbs to state the actions of leaders, e.g. <i>ayudar</i> and <i>compartir</i>. Students develop their own leadership skills by collaborating with a peer to design and teach a short Spanish lesson to Prep students. They write an application in English in response to a role description, describing their personal qualities and detailing actions they have taken to promote Spanish learning or to help others during the year. Finally, students read two imagined applications in Spanish for the role of Spanish captain and pick their preferred candidate.	The Spanish-speaking world is full of exciting and distinct celebrations to discover. In this unit, students learn about cultural diversity by exploring famous festivals from Spain and South America, such as <i>Feria de Abril</i> and <i>Día de los Muertos</i>. They consider examples of language used at festivals, such as expressions of joy, in English and Spanish and use metalanguage to compare these examples. Students explore these festivals further through digital tools and media, e.g. by viewing the flowers at the Columbian festival <i>Feria de las Flores</i> or watching the dancing at <i>Cinco de Mayo</i>. Based on their research, students create simple Spanish texts to describe common activities at festivals, using verbs, such as <i>comer</i> or <i>ver</i>. They learn about dates and time-related vocabulary in Spanish and collaborate in spoken and written exchanges by planning to attend a celebration, applying their knowledge from Unit 1. Students engage with celebration-related texts, such as birthday party invitations, and create their own invitations using modelled language. They roleplay inviting a Spanish-speaking exchange student to an Australian festival, using appropriate language and tone, explaining the festival and offering a helpful tip. Through guided class discussions, students reflect on their own experience of attending intercultural celebrations and identify how they demonstrated respect for, and understanding of, cultural diversity. They then share information about a familiar festival with the class. Finally, students create a podcast about their favourite Spanish-speaking festival and suggest a similar festival to their listeners.	A wide variety of interesting food can be purchased around the Spanish-speaking world and ordering these goods is a perfect opportunity to practise Spanish. In this unit, students watch videos of interactions in a variety of places, from the <i>panadería</i> to the <i>taquería</i>, commenting on the differences they notice in verbal and non-verbal communication. They learn about the great variety of foods from the Spanish-speaking world while investigating different countries and regions’ cuisines. Students also consider regional cuisine variations in their own culture(s), comparing attitudes and values associated with food, for example, attitudes towards later mealtimes in Spain. Students watch videos and read short texts about traditional dishes from different regions, such as <i>empanadas</i> from Argentina or <i>churros</i> from Spain. They identify ingredients and preparation methods, drawing comparisons to dishes they are familiar with at home. Students learn to order food in formal and informal settings and practise making purchases with their teacher and classmates using classroom resources, e.g. counters or pencils. They apply their knowledge of Spanish numbers from previous bands to calculate the price of food orders and investigate different currency systems from across the Spanish-speaking world. Students begin expressing preferences in shopping contexts, sharing information about their favourite foods and flavours by using <i>Me gusta</i>. They choose a Spanish-speaking location that interests them and design a menu for a restaurant with a small number of food items that reflect the location’s culture. Students then roleplay as customer and waitstaff, collaborating with a classmate to order a meal from the menu.

	Unit 1 — Un día en la vida (A Day in the life)		Unit 2 — Modelos a seguir (Role models)		Unit 3 — Celebraciones		Unit 4 — La panadería (The bakery)	
	Assessment 1 — Compañeros de clase de todo el mundo	Term/ week	Assessment 3 — Spanish lesson	Term/ week	Assessment 5 — ¡Vamos!	Term/ week	Assessment 7 — Menu	Term/ week
Assessment	Description: Students read about the daily routine of a primary school student from a Spanish-speaking country and respond to comprehension questions. Technique: Supervised assessment Mode: Written Conditions: • up to 50 minutes, with 10 minutes perusal	Term 1, Week 7	Description: In pairs, students collaborate to plan and present a short Spanish lesson about adjectives to younger peers, ensuring they adapt their language to suit the audience. They film their lesson for submission. Technique: Extended response Mode: Spoken Conditions: • up to 2 minutes video	Term 3, Week 9	Description: In pairs, students collaborate to plan and present a roleplay in Spanish between a Spanish-speaking exchange student and an Australian student. They take turns inviting their partner to attend a relevant festival. They film their roleplay for submission. Technique: Extended response Mode: Spoken Conditions: • up to 2 minutes video	Term 1, Week 9	Description: Students design a menu for a new restaurant from a Spanish-speaking region or country that interests them, including a short text advertising the restaurant to customers. Technique: Extended response Mode: Written Conditions: • up to 100 words in Spanish	Term 3, Week 8
	Assessment 2 — El día de ... Description: Students create a multimodal presentation in Spanish about the imagined daily routine of an animal of their choice, which may be supported by pictures or illustrations. They submit both their script and multimodal presentation. Technique: Extended response Mode: Multimodal Conditions: • up to 1 minute • up to 100 words in Spanish	Term 2, Week 7	Assessment 4 — Spanish captains Description: Students read and comprehend two short applications in Spanish for the role of Spanish captain. They answer questions in English and Spanish to demonstrate understanding of the texts, choosing the most suitable candidate and justifying their choice. Students then compare Spanish structures from the texts with English, using metalanguage. Technique: Supervised assessment Mode: Written Conditions: • up to 50 minutes, with 10 minutes perusal	Term 4, Week 8	Assessment 6 — Festival podcast Description: Students create a bilingual podcast. In Spanish, they introduce listeners to a festival from the Spanish-speaking world that interests them, stating activities that listeners can do at the festival. In English, they then discuss some Spanish language they may hear at the festival and compare the festival with one they are familiar with. Technique: Extended response Mode: Spoken Conditions: • up to 1 minute	Term 2, Week 7	Assessment 8 — Restaurant roleplay In pairs, students script and perform a roleplay in Spanish, based on the menu created for Assessment 7, enquiring about, and purchasing a meal based on their preferences. Students submit a video of their roleplay and their written script. Technique: Extended response Mode: Multimodal Conditions: • up to 1 minute conversation • up to 100 words in Spanish	Term 4, Week 7

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Achievement standard	By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Spanish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Spanish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Spanish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Spanish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.
Moderation	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the 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 initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9LS6C01	☐	☐	☒	☐	Understanding systems of language apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LS6U01	☒	☐	☒	☐
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LS6C02	☐	☐	☒	☒	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LS6U02	☒	☐	☐	☒
Mediating meaning in and between languages locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LS6C03	☒	☒	☐	☐	compare some Spanish language structures and features with those of English, using some familiar metalanguage AC9LS6U03	☐	☒	☐	☐
apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts AC9LS6C04	☒	☒	☒	☐	Understanding the interrelationship of language and culture recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LS6U04	☐	☐	☒	☐
Creating text in Spanish create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LS6C05	☒	☒	☒	☒					

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	☒	☒	☒	☒
Digital literacy	☐	☐	☒	☐
Ethical understanding	☐	☐	☐	☐
Intercultural understanding	☒	☒	☒	☒
Literacy	☒	☒	☒	☒
Numeracy	☐	☐	☐	☐
Personal and social capability	☐	☒	☒	☐

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	☐	☐	☐	☐
Asia and Australia's engagement with Asia	☐	☐	☐	☐
Sustainability	☐	☐	☐	☐

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