

## Bienvenidos to term dos in español!

Year Level: PREP, Grades 1 and 2, Grades 3 and 4.

Queridos padres, cuidadores y familias,  
Dear parents, guardians and families,

Can you believe we are already in term 2! Easter holidays have been and gone. Over the holidays, apart from enjoying a wonderful trip to Adelaide, I have been preparing lots of new and exciting activities and topics for the students for term 2 and now I am fired up and ready to continue helping the students enjoy expanding upon their Spanish knowledge.

This term, grade Prep students will explore the topic of 'Yo y mi familia' (Me and my family). The activities will be based on the book "Pequeño azul y pequeño amarillo" ("Little blue and Little Yellow"), which is a great illustration to explore vocabulary about family and colours, but also understand important values, such as, inclusion and friendship. The activities will culminate with students making a puppet of the characters of the book using paper bags. Grades 1 and 2 will be exploring the topic of 'Mi escuela' (My school) by observing their school environment and comparing it to a Spanish one (señorita Irene's primary school in Spain). Towards the end of the term, the students work will also involve going on an investigative tour of the school. Grades 3 and 4 will delve into the topic of 'Mi comunidad' (My community). The activities will be related to the traditional Spanish story 'Garbancito' ('Little Chickpea'), which offers the possibility to expand vocabulary of the different places we can find within a community combined with developing simple sentence structures through its patterns of repetition. Students will also be making posters showcasing the differences and similarities between Spanish and Australian communities that they find most interesting. They will also have the opportunity to make a skype video-call with the students at Wyndham Park Primary School, who are also learning Spanish. An extended list of what children will be learning by their different grades is included below.

The sorts of general activities the children will be doing will include:

- Speaking and listening; asking and answering questions.
- Hand gestures; indicating, pointing, touching.
- Writing in their Spanish notebooks.
- Different types of games encouraging the students to talk among themselves and remember by showing others.
- Dramatisation; role-playing.
- Listening and singing Spanish songs.
- Craft activities; drawing, cutting out pictures and being creative...
- Using the iPads and watching Spanish videos on the class TV screen.
- But above all, having fun learning Spanish with a positive **GROWTH-MINDSET**.

The students participating in the Spanish club will also continue coming every Friday at lunch time to assist their growth in the Spanish language and help encourage others. They will be working on deepening their understanding of the story 'Garbancito' ('Little Chickpea') which will be showcased in a performance during an assembly.

**What children from Prep can expect to learn for this term will be:**

- Greetings and farewells: *Hola (hello), Buenos días, buenas tardes, buenas noches (Good morning, good afternoon, good evening/night). Adiós (Good bye), Hasta pronto (See you soon).*
- Introducing self: *Me llamo... (My name is...).* *Tengo 5 años (I am 5 years old).*
- Vocabulary related to the family: *Yo (I), mamá (mum), papá (dad), hermana (sister), hermano (brother), bebé (baby)*
- Vocabulary related to parts of the face when singing 'my face' song– *ojos (eyes), orejas (ears), boca (mouth), nariz (nose).*
- Naming and recognising some colours, especially primary colours, and feelings (happy or sad) using the book "Pequeño azul y pequeño amarillo" ("Little blue and Little Yellow") by Leo Lionni.
- Singing and dancing to songs, such as, 'the greetings' or 'the family' song.
- Understanding basic classroom instructions in Spanish for example, *sentarse (sit down), levantarse (stand up), escucha (listen), hacer en círculo (form a circle).*
- Counting up to 10 with their fingers.
- Recognising that Spanish is a language spoken in some countries around the world; and developing important values like understanding and inclusion.

**What children from Grade 1 & 2 can expect to learn for this term will be:**

- Greetings and farewells: *Hola (hello). Buenos días, buenas tardes, buenas noches (Good morning, good afternoon, good evening/night). ¿Cómo estás? (How are you?), Estoy... (I am...)->muy bien (very good), ->bien (good), ->feliz (happy), ->triste (sad). Adiós (Good bye), Hasta pronto (see you soon).*
- Vocabulary related to the school stationary and the school environment: *la silla (the chair), la mesa (the table), el lápiz (the pencil), la goma (the eraser), el sacapuntas (the sharpener), el pegamento (the glue stick), las tijeras (the scissors), el cuaderno (the notebook), el libro (the book), la clase de español (the Spanish class), el gimnasio (the gym), los baños (the toilets), el patio (the playground), la sala de ordenadores (the computer room), el comedor/la cantina (the canteen), la clase de arte (the Art room).*
- Describing school stationary using simple adjectives (colours): *la mesa es verde (the table is green).*
- Communicating needs within the classroom environment, such as, *necesito una goma, por favor (I need a rubber, please) or necesito baños, por favor (I need the toilet, please).*
- Learning titles of people according to their status or relationship: *señor, señora, señorita, amigos (Mr, Mrs, Ms, friends).*
- Comparing school life in Spain to Australia, such as timetables, terms, classrooms, etc.

**What children from Grade 3 & 4 can expect to learn for this term will be:**

- Stating where they live by responding to the question *¿Dónde vives? (Where do you live?)*, *Yo vivo en Sunshine (I live in Sunshine)*.
- Naming and recognising different points of interest within their community: *la tienda (the shop)*, *la biblioteca (the library)*, *la escuela (the school)*, *el correo (the post office)*, *el edificio (the building)*, *la iglesia (the church)*, *el teatro (the theatre)*, *el cine (the cinema)*, *el museo (the museum)*, *el restaurant (the restaurant)*, *el banco (the bank)*, *el parque (the park)*, *la casa (the house)*, *el supermercado (the supermarket)*, *la farmacia (the pharmacy)*, *el hospital (the hospital)*.
- Understanding grammatical skills, such as applying gender agreement rules such as **El supermercado/ LA biblioteca** (the supermarket (masculine), the library (feminine)).
- Showing an understanding of a traditional Spanish story called 'Garbancito' ('Little Chickpea') and using sentence structures from the story to work on our community topic.
- Recognising and using prepositions of location by answering the question *¿Dónde está Garbancito? (where is 'Little Chickpea'?)* → *debajo de (under)*, *encima de (on top of)*, *delante de (in front of)*, *detrás de (behind)*, *junto a (next to)*, *a la derecha (to the right)*, *a la izquierda (to the left)*.
- Comparing and contrasting their community with Spanish communities.

I am looking forward to lots of fun Spanish lessons with your children and welcome you all to share and enjoy in the new Spanish to be learnt for this term.

Saludos,

Regards,

Señorita Irene.