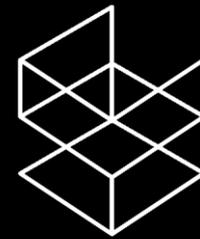


# Spanish Newsletter Term 3



SUNSHINE  
HEIGHTS  
PRIMARY SCHOOL

## ***Bienvenidos to term tres in Español!***

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

*Queridos padres, cuidadores y familias,*

Dear parents, carers and families,

I hope you all had wonderful winter holidays, keeping warm and enjoying lots of winter-time activities. I want to share my holiday time with you because it was very special for me. I went to Peru with one of our work colleagues from the aftercare school, Rosa Smit. In case you do not know her or you did not know, she is Peruvian, but also Australian as she moved here long ago. Rosa and her family took me to different amazing places in their country, like Machu Picchu (The Inca city) or the Amazon rainforest. I learnt a lot about the way Peruvian people live and their culture; and I also ate a lot of 'Ceviche' (Peruvian dish made with raw fish); but I also gave a try to 'Suri' (a fat caterpillar eaten in Iquitos, the capital of the Amazon Rainforest). Undoubtedly, it was a very enriching experience for me, but I didn't forget my students at Sunshine Heights PS. During my trip, I went to some places to find Peruvian resources and objects for them to explore and touch too. I brought one suitcase full of Peruvian stuff that came really handy on the first week when sharing my Peruvian adventures and will come very handy in Term 4 as well, as we are celebrating our Spanish Day about Peru on the 1<sup>st</sup> of November. Very exciting!

This term, the school major inquiry is 'Australian Indigenous People'. This will be also reflected and adapted in the Spanish program for each grade on a mini unit about 'Quechua, the Spanish Indigenous language and people from Peru'. We will learn the importance of valuing and conserving indigenous languages, but also to recognise some Quechua words that we also use in our English language, such as llama or puma.

This term, **Preps** will also explore the topic of '*Mi familia*' (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 to understand important values, such as inclusion and friendship. The activities will culminate with students also understanding the difference between their families, Spanish families and Spanish indigenous families. **Grades 1 and 2** will be exploring the topic of '*Celebraciones*'

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(Celebrations) by learning vocabulary and looking at how birthday parties and some festivals are celebrated in Spanish speaking countries, like Peru. Later in the term, the students will be making costumes for a Spanish carnival and learning colours and shapes and carnival songs along the way. **Grades 3 and 4** will delve head first into the topic of '*Mi comunidad*' (My community). These activities will use examples from Spanish indigenous people communities and will give the students the opportunity to explore their community learning vocabulary of places along the way. They will also be encouraged to point out differences and similarities to our community here in Sunshine and Melbourne. In particular, students will also be focusing on the different means of transport in the communities, considering how the transport plays a role in connecting people and building relevant simple repetitive sentence structures to assist with this. (**Below** is a more detailed list — by grade groupings — of the essential learnings that students are expect to learn this term.)

**The Spanish Club** will continue with its great work this term, exploring some new Spanish games for our Spanish classroom and preparing a Spanish dance for the final school concert. We are very lucky to have Sukie (Audrey and Daphne's mum) and Mei (Hugo and Teresa's grandma) who have offered to show the students a Spanish song and dance. Arriba, arriba, Spanish Club!

**What students can expect to learn this term** (Essential Learnings by grade groupings):

#### Preps:

- Recognise words in English that are borrowed from Quechua, one of the Spanish Indigenous languages from Peru, such as llama or alpaca; and value the importance of Indigenous languages and cultures.
- Introduce self and family members using visual supports such as photos or pictures.
- Participate in shared reading using the book "Pequeño azul y pequeño amarillo" ("Little Blue and Little Yellow") to acquire vocabulary about colours and immediate family members.
- Demonstrate comprehension of individual words in simple spoken and written texts by actions such as labelling, drawing, miming or pointing.
- Participate in songs and chants, such as 'La Familia Dedo' (The Finger Family) or 'Mi Cara' (My Face), by singing and performing actions.
- Participate in tasks involving pointing, grabbing and classifying objects and attributes, such as colours and numbers, using simple question forms.

#### Grades 1 & 2:

- Recognise words in English that are borrowed from Quechua, one of the Spanish Indigenous languages from Peru, such as llama or alpaca; and value the importance of indigenous languages and cultures.
- Participate in shared reading of printed and digital texts about celebrations, this will include using pictures and contextual clues to predict the meaning of Spanish text.
- Use simple statements to express likes and dislikes, for example, 'Me gusta el carnaval' (I like the Carnival).



- Demonstrate comprehension of individual words (including colours, shapes and months) and phrases in simple spoken and written texts through actions such as labelling, drawing, miming or pointing. Respond to simple questions about a story or the topic, Celebrations.

#### Grades 3 & 4:

- Recognise words in English that are borrowed from Quechua, one of the Spanish Indigenous languages from Peru, such as llama or alpaca; and value the importance of Indigenous languages and cultures.
- Describe their favourite way of travelling through a variety of different means of transport, for example 'A mi me gusta viajar en tren' (I like travelling by train).
- Read, view and listen to a range of written, oral and digital texts through guided activities, for example by responding to simple questions about different means of transport or places to go in a community.
- Label and identify different places within their community, for example 'Supermercado' (supermarket).
- Highlight and compare their community with a Spanish one (identifying similarities and differences).

I look forward to lots of fun in Spanish lessons with your children this term and I welcome you all to share in and enjoy the new Spanish being learnt. Updates and highlights of students learning Spanish will be posted on **SEESAW** and our **Spanish wall**. And as always, any ideas or suggestions from parents, guardians and families are welcome.

*Saludos, (Regards)*

Señorita Irene.



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