

Hazelwood Schools



Spanish

Curriculum Overview

Spanish at Hazelwood

Intent

Hazelwood Schools creemos que aprender un nuevo idioma es clave para formar parte de nuestra comunidad global.

At Hazelwood Schools we believe that learning a new language is key to becoming part of our global community. We are proud to deliver our Spanish curriculum from Year 1. Through these lessons, we strive to create awe and wonder through real, relevant, immersive and purposeful experiences.

Our intent is that all pupils will develop a genuine interest and positive curiosity for foreign languages, finding them enjoyable and stimulating. Learning a second or even third language for some Hazelwood children will offer them the opportunity to explore relationships between language and identity. Children will develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

The aims of the Spanish Curriculum are:

- To engage our children using a wide variety of themes, enabling them to speak with increasing confidence, fluency and spontaneity.
- To continually improve the accuracy of pronunciation and intonation.
- To teach the four key language learning skills: listening, speaking, reading and writing as well as covering all necessary grammar in an age- appropriate way across the primary phase.
- To enable children to use and apply their learning in a variety of contexts.
- To ensure the Spanish language knowledge of our children progresses within each academic year and is extended year upon year throughout the primary phase.
- To lay down solid foundations for our children to become life-long language learners.



Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Respect, Kindness, Resilience, Responsibility, Courage, Appreciation & Understanding, Ambition, Creativity, Teamwork, Trust, Honesty, Fairness

Our shared values are at the heart of all we do.

Believe and Achieve



Implementation

At Hazelwood, Spanish is taught weekly by a specialized Spanish teacher. Our curriculum planning is guided by the Language Angels Scheme for Key Stage 1 and the Rachel Hawkes Scheme for Key Stage 2. These schemes ensure comprehensive coverage of the three key knowledge strands: phonics, vocabulary, and grammar. By continually revisiting these elements, we build and reinforce the children's knowledge each term and year.

Our curriculum is ambitious, challenging all students and aligning with national curriculum expectations. It is also carefully sequenced to ensure consistent progress in speaking, listening, reading, and writing skills throughout the year and across subsequent years.

Hazelwood's Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** – allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better

In a typical Spanish lesson, you will see:

- Children **focusing on listening for pronunciation and responding by joining in with choral repetition, visuals and actions** to learn new vocabulary.
- Children **listening and joining in with songs and stories relevant to their topic** to help build on and consolidate their new language and vocabulary.
- Children **practising and consolidating their Spanish phonics knowledge** using their newly taught vocabulary to reinforce their understanding.
- Children **communicating in a variety of activities to practise their speaking skills in pairs, groups and around the classroom**, in order to gain confidence, fluency and spontaneity in speaking the Spanish language in front of an audience
- Children **listening to different types of audio** which includes the new language to practise their listening skills.
- Children **focusing on comprehension of reading words, phrases or texts** to show understanding of what has been taught in the lesson.
- Children **demonstrating their understanding of the language and grammar taught** in the lesson through writing phrases or building sentences.

At Hazelwood, we believe that real, relevant, immersive, and purposeful learning experiences are essential for engaging our students and fostering a genuine desire to communicate in Spanish within real-life contexts. To enrich our Spanish curriculum, we maintain a long-standing partnership with our Spanish partner school, CIEP Serrano Clavero, in Valencia, Spain. This collaboration provides our students with authentic opportunities to practice speaking, writing, and sharing cultural experiences with their Spanish peers, bringing the language to life in meaningful ways.

Additionally, we encourage cross-collaboration between our Year 6 students and Spanish students from Winchmore Secondary School through a shared project. This initiative culminates in a final showcase, hosted either at Hazelwood or Winchmore, where students celebrate their learning and achievements together, fostering a lasting passion for language learning that continues into Key Stage 3 and beyond.

Moreover, Hazelwood Schools organizes a Whole School Spanish Day every other academic year. This event immerses students in the language, culture, and traditions of Spanish-speaking countries, deepening their connection to the language and broadening their global awareness.

Impact

How do we assess?

We assess our children using a range of methods

- Routine, embedded, informal formative assessment is built into every lesson.
- We use a range of questions to constantly check children's knowledge is secure and that children are understanding and retaining their new and previous phonics, vocabulary and grammar learnt.
- Listening activities in many forms such as using a story or song to listen for phonemes or familiar words, putting in the correct order or sequence what is heard, using true or false statements to show understanding and being able to follow a wide range of classroom instructions.
- Observations of children speaking in pairs, groups or even with all of their class on different short ended asking and answering activities as well as longer spoken dialogues and role plays. This will highlight their confidence and fluidity in communicating with and using the spoken language.
- Reading activities to see that the children are able to apply their phonics knowledge, use correct pronunciation, recognise familiar language, and can begin to decode longer texts with some unfamiliar language using cognates and context to help them.
- Writing activities using whiteboards or books beginning with children being able to demonstrate they can choose the correct or appropriate noun, article, determiner. The children later will be able to show in their writing if they can choose or add an appropriate adjective, conjunction or adverb to correctly structure a sentence and later produce a more extended piece of writing.
- End of term assessments whereby children complete a vocabulary and grammar quiz as well as a phonics quiz to assess their knowledge at the end of each term.
- Summative assessment is recorded termly on Insight, identifying those working at ARE, as well as those below and above ARE.

What do our children say about Spanish?

- "I love asking friends how they are."
- " I love everything!"
- " I love learning songs."
- "'I like that we get to listen to songs and that's fun."
- "I like learning a foreign language as it's one of the best things you can do with your mind."
- " I just like learning about Spanish because my family are from Cuba

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Canciones Infantiles Nursery rhymes	Los Colores y los Números Colours and numbers	Los Saludos Greetings	En la selva In the jungle	Caperucita Roja Little Red Riding Hood	Bajo el mar Under the sea
Key ideas and Grammar	Nursery Rhymes	<u>Colours & Numbers</u>	Greetings	7 Jungle animals <ul style="list-style-type: none"> • el la 	Parts of the body <ul style="list-style-type: none"> • el la los las un una unos unas 	7 Sea creatures and verbs <ul style="list-style-type: none"> • el la
Phonics SSC (Sound, Symbol correspondence)	SSC: ll, j, ñ	SSC: j, ll, rr	SSC: j, ll	SSC: j, rr	SSC: j, ñ	SSC: ll, j
Vocabulary	<ul style="list-style-type: none"> • Un perro – a dog • Un gato- a cat • El autobús – the bus 	<ul style="list-style-type: none"> • Number 1-10 in Spanish • 10 colours in Spanish 	<ul style="list-style-type: none"> • Hello • Goodbye • I am feeling • My name is 	<ul style="list-style-type: none"> • el mono- the monkey • la jirafa- the giraffe • el leon – the lion • el serpiente – the snake • el hipopótamo – the hippo • el leopardo – the leopard • el elefante – the elephant 	<ul style="list-style-type: none"> • Caperucita roja- Little Red Riding hood • Los padres – the parents • El lobo – the wolf • La abuela – the grandmother • Una casa – a house • El cazador – the hunter • Un bosque – a forest • Unos pasteles- some cakes • Las orejas – ears • Los ojos – eyes • Los brazos – arms • Las piernas – legs • Los pies – feet • Los dientes – teeth • Las boca – mouth 	<ul style="list-style-type: none"> • El pez nada- the fish swims • El cangrejo chasquea sus pinzas- the crab clicks its claws • La Estrella de mar salta – the starfish jumps • El caballito de mar gira – the seahorse turns • El pulpo baila– the octopus dances • La morsa aplaude – the walrus claps • El delfín bucea’ the Dolphin dives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Los superhéroes Superheroes	Las formas Shapes	Sé... I know how...	En mi pueblo KS1 In my town	La fruta Fruit	Los animales Animals
Key ideas and Grammar	6 Colours and verbs	10 shapes and 5 numbers • Un una	10 high frequency infinitive verbs • Sé , No sé	7 key places around town • Un una	10 common fruit nouns • Un una los las	10 animals • Un una Soy
Phonics SSC (Sound, Symbol correspondence)	SSC: ll, j	SSC:ll	SSC: j, ñ	SSC: ll, j	SSC: j	SSC: j, ll
Vocabulary	<ul style="list-style-type: none"> • 6 colours • Soy – I am • Un superhérn poe- a superhero (masc) • Un superheroína – a superhero (fem) • Un planeta – a planet • Un antifaz – a mask • Un escudo – a shield • Un casco – a helmet 	<ul style="list-style-type: none"> • Un triángulo – a triangle • Un cuadrado- a square • Un ovalo – an oval • Un círculo – a circle • Un rectángulo – a rectangle • Un pentágano – a pentagon • Un hexágano – a hexagaon • Un rombo – a rhombus • Una línea – a line • Una estrella – a star • Dibujad - Draw 	<ul style="list-style-type: none"> • Sé – I know • No Sé – I don't know • Bailar – to dance • Cantar- to sing • Saltar- to jump • Cocinar- to cook • Montar en bicicleta- to ride a bike • Tocar un instrument – to play an instrument • Patinar – to skate • Dibujar- to draw • Nadar- to swim • Hablar español- to speak Spanish • Y – and • Pero - but 	<ul style="list-style-type: none"> • Una panadería – a bakery • Una piscina – a swimming pool • Una escuela – a school • Una pista de patinaje – an ice- skating rink • Un cine – a cinema • Un parque – a park • Una cafetería – a café • En mi pueblo – In my town • Hay – There is/are - 	<ul style="list-style-type: none"> • Una manzana- an apple • Una pera – a pear • Una fresa – a strawberry • Un melocotón – a peach • Un plátano – a banana • Una cereza – a cherry • Una ciruela – a plum • Una naranja – an Orange • Un kiwi – a kiwi • Un albaricoque – an apricot • Me gustan – I like • No me gustan – I don't like 	<ul style="list-style-type: none"> • Un caballo – a horse • Un pato – a duck • Un mono – a monkey • Una oveja – a sheep • Un raton – a mouse • Una vaca – a cow • Un cerdo – a pig • Un leon – a lion • Un pájaro – a bird • Soy – I am

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Describing me and others <ul style="list-style-type: none"> In class In Perú In Spain 	Saying what I and others have <ul style="list-style-type: none"> At home With friends Revision Christmas 	Saying what I and others do <ul style="list-style-type: none"> At Spanish club At the weekend In Barcelona In the afternoon At breaktime At reading club 	Saying how many and describing things <ul style="list-style-type: none"> My monster Revision Easter 	Describing things and people <ul style="list-style-type: none"> Describing pictures My birthday Favourites States 	Expressing likes and saying what I and others do <ul style="list-style-type: none"> Opinions In the summer My mum's work Una poema
Key ideas and Grammar	Talking about being <ul style="list-style-type: none"> Verbs- Estar and Ser 	Talking about having <ul style="list-style-type: none"> Verb – tener Indefinite, singular Post- nominal adjectival gender agreement Yes/no questions with raised intonation 	Talking about doing <ul style="list-style-type: none"> Infinitive – regular AR verbs Definite articles – el, la Infinitive – regular ER verbs Personal 'a' 	Talking about more than one <ul style="list-style-type: none"> Essential verb: there is/are- hay Plural indefinite articles – unos, unas Regular plural making on nouns (s) 	Talking about being <ul style="list-style-type: none"> Singular and definite articles (revisit) Postnominal adjectival agreement (revisit) Subject pronouns for clarity and emphasis Possessive adjectives Use of 'de' for possession NOUN + favorito/a Tener meaning 'be' for age. 	Talking about likes and dislikes <ul style="list-style-type: none"> Plural definite articles los, las Use of definite article after verbs of opinion Revisit – AR and ER verbs
Phonics SSC (Sound, Symbol correspondence)	Vowels: a,e,l,o,u SSC: ca, co, cu	SSC: ce,ci,z	SSC: l, ll ga,go, gu ca, co, cu, que	SSC: qui, Revisit que, qui, ce, ci	SSC: j,ge, gi, vs ga, go, gu, gue, gui Revisit SSC: n, ñ	SSC: r, rr, v, b, h Revisit all SSC
Vocabulary	<ul style="list-style-type: none"> Simple Greetings Verb estar Range of adjectives Days of the week 	<ul style="list-style-type: none"> Verb tener Range of singular, masculine and feminine nouns 	<ul style="list-style-type: none"> Range of regular- AR verbs Family members Range of nouns, adjectives and adverbs Range of regular: ER verbs Range of singular/masculine nouns 	<ul style="list-style-type: none"> Numbers 1-12 Parts of the body Revisit vocabulary 	<ul style="list-style-type: none"> Verb estar (plural) Verb ser (plural) Range of adjectives Numbers 1-31 Months 	<ul style="list-style-type: none"> Verb tener (plural) School & home nouns Places in town Preposition of place Face, hair & eyes Revisit vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Describing me and others <ul style="list-style-type: none"> In class In Perú In Spain 	Saying what I and others have <ul style="list-style-type: none"> At home With friends Revision Christmas 	Saying what I and others do <ul style="list-style-type: none"> At Spanish club At the weekend In Barcelona In the afternoon At breaktime At reading club 	Saying how many and describing things <ul style="list-style-type: none"> My monster Revision Easter 	Describing things and people <ul style="list-style-type: none"> Describing pictures My birthday Favourites States 	Expressing likes and saying what I and others do <ul style="list-style-type: none"> Opinions In the summer My mum's work Una poema
Key ideas and Grammar	Talking about being <ul style="list-style-type: none"> Verbs- Estar and Ser 	Talking about having <ul style="list-style-type: none"> Verb – tener Indefinite, singular Post- nominal adjectival gender agreement Yes/no questions with raised intonation 	Talking about doing <ul style="list-style-type: none"> Infinitive – regular AR verbs Definite articles – el, la Infinitive – regular ER verbs Personal 'a' 	Talking about more than one <ul style="list-style-type: none"> Essential verb: there is/are- hay Plural indefinite articles – unos, unas Regular plural making on nouns (s) 	Talking about being <ul style="list-style-type: none"> Singular and definite articles (revisit) Postnominal adjectival agreement (revisit) Subject pronouns for clarity and emphasis Possessive adjectives Use of 'de' for possession NOUN + favorito/a Tener meaning 'be' for age. 	Talking about likes and dislikes <ul style="list-style-type: none"> Plural definite articles los, las Use of definite article after verbs of opinion Revisit – AR and ER verbs
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Vocabulary	<ul style="list-style-type: none"> Simple Greetings Verb estar Range of adjectives Days of the week 	<ul style="list-style-type: none"> Verb tener Range of singular, masculine and feminine nouns 	<ul style="list-style-type: none"> Range of regular- AR verbs Family members Range of nouns, adjectives and adverbs Range of regular: ER verbs Range of singular/masculine nouns 	<ul style="list-style-type: none"> Numbers 1-12 Parts of the body Revisit vocabulary 	<ul style="list-style-type: none"> Verb estar (plural) Verb ser (plural) Range of adjectives Numbers 1-31 Months 	<ul style="list-style-type: none"> Verb tener (plural) School & home nouns Places in town Preposition of place Face, hair & eyes Revisit vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Describing me and others <ul style="list-style-type: none"> In class People and friends Birthdays, dates Día de los muertos 	Saying what I and others have <ul style="list-style-type: none"> At school At home Family, teachers Revision/ Assessment Vilancico El Gordo 	Saying what I and others do <ul style="list-style-type: none"> Customs (Las Fallas) In language class Volunteering Break time On a farm My room 	Saying where you're going and what there is there <ul style="list-style-type: none"> Oviedo Compass points (Spain) Madrid Revision/ Assessment Easter 	Saying what I and others do – cities and festivals <ul style="list-style-type: none"> Activities at home Preparing a party Weather and seasons La Tomatina (Spain) Fiesta Patrias, Inti Raymi (Peru) Physical geography (Spain) 	Expressing likes and actions
Key ideas and Grammar	Talking about being <ul style="list-style-type: none"> Verb estar SSVerb ser Regular adjectival agreement for masculine/ feminine (plural) Information questions (¿quién, ¿Cuándo¿ cual) 	Talking about being <ul style="list-style-type: none"> Verb tener Indefinite articles (singular & plural) Post nominal adjective gender agreement (singular & plural) Negation (no) Yes/no questions with raised intonation 	Talking about doing <ul style="list-style-type: none"> Regular AR verbs (plural) Regular ER verbs (plural) Yes/no questions Negation (no) Plural possessive adjectives mis,tus 	Talking about going <ul style="list-style-type: none"> Verb Ir Pnpreposition a 	Talking about doing <ul style="list-style-type: none"> Verb Hacer – make/do Hacer – weather Use mucho/ todo AR and ER verbs 	Talking about wanting, having and being able to do <ul style="list-style-type: none"> 2 verb structures amar, odiar, deber, querer, poder
Phonics SSC (Sound, Symbol correspondenc e)	SSC: Vowels, consonant vowel syllables, strong vowels, weak vowels	SSC: Revisit all vowels, ca, co, cu, ce, ci, z, ch	SSC: l, ll, ga, go, gu, Stress pattern 1,2,3 , que, qui	SSC: n, ñ, v, b, r, rr	SSC: Revisit z, ca, co, cu, ce, ci, ch , que, qui, ga, go, gu, gi, gi, gue, gui, accents (rules 1-3)	SSC: revisit all SSC
Vocabulary	<ul style="list-style-type: none"> Verb estar (plural) Verb ser Range of adjectives Numbers 1-31 Months 	<ul style="list-style-type: none"> Verb tener (plural) School and home nouns Places in town Prepositions of place Face, hair and eyes Revisit vocabulary 	<ul style="list-style-type: none"> Range of AR and ER verbs Range of high frequency nouns related to festivals and celebrations, free time and life at home and school Adverbs of frequency and location 	<ul style="list-style-type: none"> Verb IR Numbers 1-31 (revisit) Cardinal points Nouns and proper nouns for places Revisit vocabulary 	<ul style="list-style-type: none"> Verb hacer Activity nouns Seasons Sports Numbers 16-31 	<ul style="list-style-type: none"> A range of AR and ER verbs (plural) Verbs deber, querer, poder (singular) A range of vocabulary for tasks at home and away and in school Revisit vocabulary

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Year 6	Describing me and others <ul style="list-style-type: none"> In class People and friends Birthdays, dates Día de los muertos 	Saying what I and others have <ul style="list-style-type: none"> At school At home Family, teachers Revision/ Assessment Vilancico El Gordo 	Saying what I and others do <ul style="list-style-type: none"> Customs (Las Fallas) In language class Volunteering Break time On a farm My room 	Saying where you're going and what there is there <ul style="list-style-type: none"> Oviedo Compass points (Spain) Madrid Revision/ Assessment Easter 	Saying what I and others do – cities and festivals <ul style="list-style-type: none"> Activities at home Preparing a party Weather and seasons La Tomatina (Spain) Fiesta Patrias, Inti Raymi (Peru) Physical geography (Spain) 	Expressing likes and actions
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Vocabulary	<ul style="list-style-type: none"> Verb estar (plural) Verb ser Range of adjectives Numbers 1-31 Months 	<ul style="list-style-type: none"> Verb tener (plural) School and home nouns Places in town Prepositions of place Face, hair and eyes Revisit vocabulary 	<ul style="list-style-type: none"> Range of AR and ER verbs Range of high frequency nouns related to festivals and celebrations, free time and life at home and school Adverbs of frequency and location 	<ul style="list-style-type: none"> Verb IR Numbers 1-31 (revisit) Cardinal points Nouns and proper nouns for places Revisit vocabulary 	<ul style="list-style-type: none"> Verb hacer Activity nouns Seasons Sports Numbers 16-31 	<ul style="list-style-type: none"> A range of AR and ER verbs (plural) Verbs deber, querer, poder (singular) A range of vocabulary for tasks at home and away and in school Revisit vocabulary

