

Hazelwood Schools



Spanish

Curriculum Overview

Spanish at Hazelwood

Intent

En 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 deliver our Spanish curriculum from Key Stage 2 and, 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 topics and 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 Key Stage 2.
- 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 Key Stage 2.
- To lay down solid foundations for our children to become life-long language learners.



Implementation

At Hazelwood, Spanish is taught discretely every week and lessons are delivered by class teachers. Key vocabulary, phonics and grammar are taught and learning is revisited to ensure children's knowledge is built upon each week and year on year. To support the delivery of the subject, we use the Language Angels Scheme with its wide array of topics, including opportunities for cross-curricular links. The curriculum is **ambitious in its scope** (ensuring all children are challenged and stretched in line with meeting the expectations of the national curriculum), as well as being **carefully sequenced** (so that pupils' language skills in speaking, listening, reading and writing are progressing both within and from topic to topic).

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 engaging 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 through 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 target 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.

Real, relevant, immersive and purposeful learning experiences in Spanish are really important to help engage our children with a desire to communicate with their new language in real-life contexts. To further enhance our Spanish curriculum, we have a long-standing partnership with our Spanish partner school, CEIP Serrano Clavero in Valencia, Spain. This partnership ensures the children have real-life opportunities for speaking, writing and sharing of cultural experiences with their Spanish peers.

Impact

How do we assess?

We assess our children using a range of methods:

- Routine, embedded, informal, formative assessment is built into every lesson to assess children's new knowledge.
- Questioning forms a large part of our assessment. We use a variety of questions to constantly check children's knowledge is secure and that children are understanding and retaining the key phonics, vocabulary and grammar, both new and previously learnt.
- Low-stakes quizzes and retrieval practice to support children in remembering more and ensure learning is retained. This ongoing information supports teachers in identifying how well children have remembered and understood. This enables them to adapt and/or re-teach immediately, ensuring no pupil ever gets left behind.
- 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.
- End of unit assessments - children take an end of unit quiz. If their marks are consistently high at this level, they are making good progress. This is clear evidence that children are mastering the curriculum.
- 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 enjoy Spanish because we are learning a different language, so it's helpful when you visit other countries."
- "I like Spanish because it is becoming the most popular language in the world, over English, so I am going to have better career opportunities for work, as it's spoken all over the world."
- "Spanish links to other languages, so it helps you learn those languages as well."
- "You learn about something each week and the more weeks you do, the more you combine your learning."
- "We learn a few words, then put them in sentences, then more phrases and then we use the vocabulary in a conversation."
- "When we start the lesson, we go back to what we learnt the previous lesson during retrieval."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Aprendo español (I Am Learning Spanish)	Los animales Animals	Los instrumentos Instruments	Sé I know how to...	Los helados Ice creams	La fruta Fruits
Year 4	Me presento Presenting myself	Mi familia My family	En la cafetería At the café	La clase The classroom	¿Qué tiempo hace? What is the weather like?	Hábitats Habitats
Year 5	La fecha The date	¿Tienes una mascota? Do you have a pet?	Mi casa My home	Los juegos olímpicos The Olympic Games	La ropa Clothes	Tradiciones y celebraciones Traditions and celebrations
Year 6	En el colegio At school	Los planetas The planets	El fin de semana The weekend	Una vida sana A Healthy lifestyle	Yo en el mundo Me in the world	En la ciudad Around town