Spanish – Year 2

Summer 2	Fancy Dress Party					
Prior learning						
Lesson objective	To introduce the unit La fiesta de disfraces (Fancy-Dress Party) and explain to the pupils that they will be following Antonio's birthday party with his friends and will explore the fancy-dress costumes they wear.	To consolidate the 2 fancy-dress costumes learnt in the previous lesson, and introduce a new one, the Princess.	To consolidate the 3 fancy-dress costumes learnt previously, and introduce a new one, the pirate.	To consolidate the 4 fancy-dress costumes learnt previously, and introduce a new one, the unicorn.	To consolidate the 5 fancy-dress costumes learnt previously, and introduce a new one, the astronaut.	To consolidate the 6 fancy-dress costumes learnt previously, and introduce the last and final one, the wizard.
Key vocabulary	La fiesta de disfraces = Fancy-dress party Quiero ser… = I want to be… el robot = the robot inteligente = intelligent el dinosaurio = the dinosaur gigante = gigantic Quiero ser el robot inteligente. = I want to be the intelligent robot. Quiero ser el dinosaurio gigante. = I want to be the gigantic dinosaur.	la princesa = the princess elegante = elegant Quiero ser la princesa elegante. = I want to be the elegant princess.	la pirata = the pirate aventurera = adventurous Quiero ser la pirata aventurera. = I want to be the adventurous pirate.	el unicornio = the unicorn brillante = sparkly Quiero ser el unicornio brillante. = I want to be the sparkly unicorn.	la astronauta = the astronaut valiente = brave Quiero ser la astronauta valiente. = I want to be the brave astronaut.	el brujo = the wizard mágico = magical Quiero ser el brujo mágico. = I want to be the magical wizard.
Creative context	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels
Substantive knowledge	Recognise, recall, and remember the 7 fancy-dress costumes	Recognise, recall, and remember the 7 fancy-dress costumes	Recognise, recall, and remember the 7 fancy-dress costumes	Recognise, recall, and remember the 7 fancy-dress costumes	Recognise, recall, and remember the 7 fancy-dress costumes	Recognise, recall, and remember the 7 fancy-dress costumes

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Disciplinary knowledge 	ga sound in 'elegante' ge sound in 'inteligente' gi sound in 'mágico' Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in 'mágica'. Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for 'the' in Spanish; 'el robot' but 'la princesa'. We will see that this happens a lot in Spanish and learn	ga sound in 'elegante' ge sound in 'inteligente' gi sound in 'mágico' Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in 'mágica'. Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for 'the' in Spanish; 'el robot' but 'la princesa'. We will see that this happens a lot in Spanish and learn	ga sound in 'elegante' ge sound in 'inteligente' gi sound in 'mágico' Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in 'mágica'. Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for 'the' in Spanish; 'el robot' but 'la princesa'. We will see that this happens a lot in Spanish and learn	ga sound in 'elegante' ge sound in 'inteligente' gi sound in 'mágico' Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in 'mágica'. Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for 'the' in Spanish; 'el robot' but 'la princesa'. We will see that this happens a lot in Spanish and learn	ga sound in 'elegante' ge sound in 'inteligente' gi sound in 'mágico' Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in 'mágica'. Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for 'the' in Spanish; 'el robot' but 'la princesa'. We will see that this happens a lot in Spanish and learn	ga sound in 'elegante' ge sound in 'inteligente' gi sound in 'mágico' Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in 'mágica'. Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for 'the' in Spanish; 'el robot' but 'la princesa'. We will see that this happens a lot in Spanish and learn

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Recorded learning	**Writing:** Cut out the picture of the dinosaur and the robot. Under each picture write the correct sentence (either Quiero ser el robot inteligente. Or Quiero ser el dinosaurio gigante.) Write English translation for early finishers.	**Listening:** Print and trim the slide 19 sheet. Stick in books. Children draw line to match audio to image.	**Reading:** Use printed and trimmed sheet of Slide 37. Children to match image to noun and adjective. Then write sentence in books e.g. 'El robot es aventurera.'	**Writing:** Use Slide 31 sheet (1 between 2). Children to use the jumbled words to write accurate sentences in their books.	**Speaking:** Oral rehearsal of sentences with correct grammar and pronunciation. Nothing in books.	**Translation:** Cut out speech bubble from Reading challenge sheet. Trim to only show speech bubble. Ask children to write English translation underneath in books.
Future learning						