



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 2 Spring A Our Celebración – Our Celebration and celebrations around the world

Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

Objectives	Prior Learning	Lesson Starter and plenary activities will take the form of outdoor games where possible.	Future Learning	Links to Rise Park key drivers
<p>To use reading skills to determine the meaning of some key words that can be used to describe festivals celebrated around the world</p> <p>To introduce a bilingual Spanish story about a festival</p>	<p>KQ: ¿Cómo te llamas? What's your name? + response KQ: ¿Dónde está...? / ¿De dónde eres? Where is/where are you from? Nouns – chico / chica words Numbers 1-10</p> <p>Celebrations in RE and Changemakers project linked to International School Award.</p>	<p>Starter: Revise key questions from 1<sup>st</sup> term (¿Cómo te llamas? ¿De dónde está..?) in circle games</p> <p>Introduce book cover to children and explain how links to new topic (celebrations). Link back to RE celebrations book and unit from last term.</p> <p>Revise vowel sounds in Spanish a, e, i, o, u with actions (start to add consonants to vowels for common sounds e.g. ta, ga, ma, la)</p> <p>Revise reading strategies with examples on ppt - words we know (like colours etc), cognates (words that look like English words), nouns (have un/una/el/la), adjectives (no un/una/el/la but chico chica endings)</p> <p>Hide and seek words: Children have an opportunity to independently meet new key nouns and adjectives that they will use in this unit. Spanish words are displayed around the classroom with pictures. Children have a worksheet with the English meanings and have time to match the Spanish words to the English and note them down.</p> <p>Gather back together and read the bilingual Spanish story 'Our Celebración' together.</p> <p>Children use their completed worksheets to elicit the meaning of the unknown Spanish words in the story as it unfolds.</p> <p>SEND: Children to have 3 pictures linked to the book and have to hold up when they see it in the book.</p> <p>Resources: Reading skills ppt, hide and seek word flashcards for classroom display, hide and seek words worksheet, Our Celebración book.</p> <p>Vocabulary: la bandera (flag), un desfile (parade), la sorpresa (surprise), bón bón bón (bang, bang, bang), la trompeta (trumpet), una corona (crown), una sonrisa (smile), el sol (sun), los dulces (sweets), la explosión (explosion), los vecinos (neighbours)</p>		<p>Diversity- seeing different representations and ways of celebrating.</p>
<p>To correctly read, say and remember the names of different festivals from around the world</p>		<p>Starter: Mini WB revision of key words - picture of the words from hide and seek words from last week, with 3 choices beneath. Children have to choose the right word of the 3.</p> <p>Revise vowel sounds in Spanish a, e, i, o, u with actions (start to add consonants to vowels for common sounds e.g. ta, ga, ma, la. Follow with a sentence using those vowel sounds)</p> <p>Revise ¿Cómo te llamas? from term 1 → show adaptation to ¿Cómo se llama? Introduce 9 different festivals from around the world, with pictures. Elicit from children festivals they</p>		<p>Knowledge of the world - link to International school award and Colombian</p>



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<p>To adapt key questions about self and the world:  <b>KQ: ¿Cómo te llamas? → ¿Cómo se llama?</b> (for names of festivals)  <b>¿Dónde se celebra + festivals?</b> Where is XX festival celebrated?</p>		<p>are. Discuss with children how many of these festivals are celebrated around the world – although sometimes differently – even if we think of them as 'our' celebrations. Play revision game using ¿Cómo se llama? (e.g.) ¿Cómo se llama _____en español?          Use the giant wipeable map and place the pictures of the celebrations on it. Introduce new key q: <b>¿Dónde se celebra + festival?</b> Model answer: X se celebra en + recycled vocab from term 1.          Play game with children asking question and giving answer.  <b>SEND:</b> To have picture and map with answers to support links.</p> <p><b>Resources:</b> Mini WBs, celebration flashcards, wipeable world map, whiteboard marker.  <b>Vocabulary:</b> Navidad, año nuevo, cumpleaños, Pascua, Diwali / Festival de las luces, Nuevo Año en China, Día de los muertos, Eid, Carnaval, New Yam Festival en Nigeria.</p>		<p>school/Pakistani school celebrations.</p> <p>Diversity Understanding celebrations take many different forms and the diversity of people around the world who celebrate them.</p> <p>Emotional Awareness: Children to have understanding and respect different people celebrate in different ways.</p>
<p>To apply Spanish reading and cross-curricular Geography and RE skills to identify where different festivals are celebrated in the world.</p>	<p>As per previous lesson</p> <p>Link to continents work in previous term.</p>	<p><b>Starter:</b> ¿Qué falta? Which festival is missing?          Whole class recap - <b>¿Dónde se celebra + festival?</b> with the giant wipeable map and pictures of the celebrations on it.          Children to complete a reading / map interpretation activity of a world map, with different pictures of celebrations in different countries/continents around the world.          Under the map, there are versions of the key question <b>¿Dónde se celebra + festival?</b> Children either: LA: Circle the correct festival from a list MA: locate the festival and write the continent as a one word answer HA: locate the festival and write the answer in a sentence in Spanish.</p>		<p>Knowledge of the world: Continents linked to celebrations. (Linked to Year 2)</p>



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		<p><b>SEND:</b> To copy the names of three festivals and draw a picture for each.</p> <p><b>Resources:</b> Festival flash cards, wipeable map, celebrations map activity + questions.</p> <p><b>Vocabulary:</b> As per last lesson</p>		continent work in the Autumn)
<p>To introduce the new key q: <b>¿Cuáles fiestas se celebra en Colombia?</b></p> <p>To raise awareness and intercultural understanding of celebrations in UK VIs in Hispanic countries – Carnaval. Kite festival, Flower festival in Medellin.</p>		<p><b>Starter:</b> 'Thinking cap' (HFW) – can you read HF topic words (from videos) and throw in them in the sombrero? List of HFW on bean bags. Team captains (HA) will check children are reading the word on the bean bag correctly before throwing into the sombrero.</p> <p>Show the names of 3 festivals – Festival de las Cometas (Villa de Leyva), Carnaval, Feria de las flores (Medellin) linked to Colombian link school.</p> <p>Children watch the videos and play I spy for what they see. I spy sheets contain pictures of things that can be found in any of the festivals. Children circle if in festival 1, underline if festival 2 and shade over in a colour if in festival 3.</p> <p><a href="https://vimeo.com/6028684">https://vimeo.com/6028684</a></p> <p><a href="https://www.youtube.com/watch?v=7qYUsOTIq7U">https://www.youtube.com/watch?v=7qYUsOTIq7U</a></p> <p><a href="https://www.youtube.com/watch?v=STL91DQ3dqM">https://www.youtube.com/watch?v=STL91DQ3dqM</a></p> <p>When we have watched all 3 videos, table groups have A3 paper x3 (one for each festival) with an example sentences at the top (Veo en la fiesta con mis ojos... / Oigo en la fiesta con mis orejas...) Children write words or sentences using their ispy sheet / existing knowledge to describe what they see and hear at the festival. Whole class feedback to speak the sentences they have written.</p> <p><b>SEND:</b> To work with a HA child and have picture prompts to support understanding.</p> <p><b>Resources:</b> Bean bags, videos and internet link, iSpy worksheets with pictures and words in Spanish, A3 sheets.</p> <p><b>Vocabulary:</b> Kite, sky, colours, costume, mask, music, parade, flowers, band, plants</p>		<p>Knowledge of the world: Celebrations in Colombia (International link school) Children to share their own understanding of celebrations.</p>
<p>To introduce the new key q: <b>¿Te gusta + festival?</b></p> <p>To create a story page about a festival we like in Spanish for a whole class bilingual book</p>		<p><b>Starter:</b> <b>¿Qué falta? Which festival is missing? to revise festivals</b></p> <p>Introduce the new key question: <b>¿Te gusta + festival?</b></p> <p>Model how to ask and answer the key question as a class. Play hot potato to practise the question and answering it.</p> <p>Show children some different example of mini poem pages about different festivals (birthday, Christmas, Carnaval) each ending in <b>¿Te gusta xxx?</b></p> <p>Children are going to choose a festival and adapt a model to write their own story page for a whole class book, using any of the key words they can remember that we have learned in this unit.</p>		<p>Diversity: To represent a range of celebrations and festivals showing understanding and learning of these.</p>



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		<p>Each poem will end with ¿Te gusta xxx? And start with, Sí or No.  <b>SEND:</b> To match the picture to the celebration name and copy the word.</p>		
<p>To continue creating a story page about a festival we like in Spanish for a whole class bilingual book.</p>		<p>Show children some different example of mini poem pages about different festivals (birthday, Christmas, Carnaval) each ending in ¿Te gusta xxx?          Children are going to choose a festival and adapt a model to write their own story page for a whole class book, using any of the key words they can remember that we have learned in this unit.          Each poem will end with ¿Te gusta xxx? And start with, Sí or No.  <b>SEND:</b> To have sentence starter prompts with words in Spanish - † to translate and ask child to match to the correct sentence starter.</p>		<p>Emotional Awareness:          Children to listen carefully to their friends' ideas and respect their poems. Ch to use friendly feedback in Spanish to give support and cheerlead!</p>