

## ABOUT THE UNIT

In this unit children learn to introduce themselves and greet others and develop vocabulary in other areas. They begin to develop an understanding of sounds and spellings and speak the language with some confidence in both individual and group work.

## LINKS WITH OTHER CURRICULUM AREAS

Links with: Literacy—emphasis on written English. Numeracy—recognition of numbers (some addition later on). Art—some emphasis on creative development—weather topic in particular requires drawing and colouring. PSHE—comparisons drawn with British culture: language, dress, food, etc. Also links with Geography and Music.

## WHAT THE UNIT COVERS

- Numbers 0-12
- Answering the register
- Greeting and saying goodbye
- Introducing oneself
- Asking how someone is
- Colours
- Animals
- Weather
- Culture (end of term)

## RESOURCES

- Worksheets and flashcards relating to topics (see ST plans)
- Interactive whiteboard (+ relevant websites)
- Koosh balls
- Bean bags, etc. for group activities
- Reward stickers

## PRIOR LEARNING

It would be helpful if, prior to studying these topics, children understand:

- The structure and spellings of English words
- Numbers to 12 in English
- The concept of answering the register
- Simple colours, animals and weather in English
- The concept of introducing oneself in an everyday situation
- Some aspects of non-German culture (not necessarily British)

## EXPECTATIONS

Most children will be able to: use simple oral German to meet and greet others; respond appropriately when register is called; understand and recognise numbers to 12 (written and oral) ; understand and recognise basic colours; understand and recognise some animals; respond appropriately when asked how the weather is

Some children will have made less progress and will: recognise numbers to 12; identify nouns without indefinite article; struggle to take the lead in a role play scenario—may respond to partner's lead

Some children will have made progress and will: write some words from memory; use clear pronunciation and answer questions with confidence; use correct more gender of nouns

**N.B. New vocabulary is listed in ST plans**

<b>LEARNING OBJECTIVES</b>	<b>POSSIBLE TEACHING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b>
<p><b>NUMBERS 0-12</b></p> <ul style="list-style-type: none"> <li>• To recognise numbers to 12</li> <li>• To count to 12</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce numbers 0-12 using flashcards—children listen/repeat—'can anybody tell me how to say "one" in German?'</li> <li>• Children sit/stand when hear even/odd numbers</li> <li>• Hold up FC—'Ist es eine 3?' etc. Answer ja/nein</li> <li>• Form circle. Pass beanbag to each child in sequence—say German number and continue in order round circle</li> <li>• If confidence is gained, throw round circle in similar fashion or try backwards</li> <li>• Number matching—words/numbers—draw lines to correct word in German</li> <li>• Written arithmetic—plus und minus</li> <li>• Read out a number (or sequence). Children write down on whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use numbers to 12 in a practical setting (i.e. count + apply to numeracy)</li> <li>• Practise German sounds</li> </ul>
<p><b>ANSWERING THE REGISTER</b></p> <ul style="list-style-type: none"> <li>• To answer the register</li> </ul>	<ul style="list-style-type: none"> <li>• Hold up the register. Explain that in all German lessons the register will be taken in German. Say to each child in turn 'Guten Tag/Morgen X' with the response requiring this to be repeated, inserting teacher's name in place of their own</li> </ul>	<ul style="list-style-type: none"> <li>• Children respond appropriately when the register is called</li> </ul>
<p><b>GREETINGS AND GOODBYES</b></p> <ul style="list-style-type: none"> <li>• To greet others and say goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce topic—children listen/repeat greetings in German—mention that some abbreviations exist, e.g. Morgen</li> <li>• Children say hello to others in the room</li> <li>• Children then listen/repeat goodbyes—mention abbreviations</li> <li>• Children say hello and goodbye to others in the room, e.g. 'Guten Morgen X. Auf Wiedersehen!'</li> <li>• Throw beanbag to children. They echo and throw it back</li> <li>• Use English greeting/goodbye flashcards—give out to</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand, respond to and say various greeting and goodbye phrases</li> </ul>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES
	<p>Children. Say a greeting/goodbye in German— children hold up their card if they have the one you said</p>	
<p><b>INTRODUCING ONESELF</b></p> <ul style="list-style-type: none"> <li>To ask others their name and respond when asked theirs</li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself using 'Ich heiÙe X.' Go around the room asking 'Wie heiÙt du?', eliciting individual responses. Repeat 'Ich heiÙe X' in between each person to reinforce the model</li> <li>Children go around the class introducing themselves to each other—tie in with greetings/goodbyes. Children could use this model: 'Hallo. Ich heiÙe X. Wiedersehen.'</li> <li>Guessing game in the style of 'cabbages.' One child sits with their back to the class. Teacher picks another child, who disguises their voice and says the wrong name e.g. 'Ich heiÙe X.' Child has three guesses before moving on to next child</li> <li>Form a circle. Pass a beanbag to a child, saying 'Ich heiÙe X. Wie heiÙt du?' Children continue model around the circle</li> </ul>	<ul style="list-style-type: none"> <li>Children respond appropriately when asked their name</li> <li>Children can ask others their names</li> </ul>
<p><b>ASKING HOW SOMEONE IS</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions about how they are</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the question 'Wie geht's?' and the three simple responses. Use pictorial flashcards of happy/sad faces. Children listen/repeat vocab</li> <li>Ask individual children 'Wie geht's?' , eliciting one of the three responses</li> <li>Use 'Wie geht's?' whilst monitoring children's work</li> <li>Children ask the question to others around the room (could also incorporate greetings/goodbyes and introducing oneself)</li> </ul>	<ul style="list-style-type: none"> <li>Understand, respond to and ask the question 'Wie geht's?'</li> </ul>
<p><b>COLOURS</b></p> <ul style="list-style-type: none"> <li>To be able to identify colours in German</li> </ul>	<ul style="list-style-type: none"> <li>Introduce topic with colour flashcards. Children listen/ repeat. Ask children what each colour is in German for individual responses</li> <li>Colour matching sheet. Children colour in boxes with correct colour, as indicated by the German word next</li> </ul>	<ul style="list-style-type: none"> <li>Understand and recognise colours in German</li> <li>Respond appropriately when asked the colour of an object</li> </ul>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES
	<ul style="list-style-type: none"> <li>to the box</li> <li>Flag colouring sheet</li> </ul>	
<p><b>ANIMALS</b></p> <ul style="list-style-type: none"> <li>To recognise and say some common animals</li> </ul>	<ul style="list-style-type: none"> <li>Introduce animals using pictorial flashcards. Children listen/repeat. Hold up card and ask what animal is displayed, for individual responses</li> <li>Animal wordsearch—find as many animal words as possible</li> <li>Animal matching activity</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise German words for animals</li> <li>Children say names of animals when given visual prompts</li> </ul>
<p><b>WEATHER</b></p> <ul style="list-style-type: none"> <li>To describe the weather using some simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Introduce 8 weather phrases using pictorial flashcards—children listen and repeat</li> <li>Children go round the room telling other members of the class examples of what the weather is like</li> <li>Children complete weather drawing activity—draw pictures of weather in a box with the correct German</li> <li>Children choose favourite weather and draw neatly on A4 paper (possible display work)</li> <li>Introduce 'Wie ist das Wetter?' Ask children directly for individual responses</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise and use weather phrases</li> <li>Children respond correctly to the question 'Wie ist das Wetter heute?'</li> </ul>
<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>To understand and appreciate aspects of traditional German culture</li> </ul>	<ul style="list-style-type: none"> <li>Listen to German music (traditional and modern pop)</li> <li>Sample some German foods (treats—biscuits, etc.)</li> <li>Look at geographical location of Germany (use maps, globe) - compare with UK</li> <li>Discuss population of Germany (126mil speak German as a first language) - 5 countries speak it—Germany, Austria, Switzerland, Luxembourg, Liechtenstein—examine flags of all five—ask children to identify the flags' colours in German</li> <li>(could look at German words for countries, foods, etc. with older children)</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise what constitutes Germany as a country</li> </ul>