

## Y3 Term 1

Y3 pupils start by finding out about where German is spoken. They begin to find out about life in Germany and some of the traditions associated with Christmas.

They encounter some key phonic sounds and different letters in German.

They learn how to introduce themselves and to ask and respond to how people are feeling. Children are exposed to numbers 1 to 12 and practise saying their age and asking/answering simple questions.

They take part in a German finger rhyme and sing songs in the foreign language.

Speaking

Listening

Reading

Writing

Intercultural  
Understanding

revisiting



Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/Knowledge about Language	Phonics	Culture
<p><b>1. Guten Tag! Wie geht's?</b></p> <p>Greetings, introductions</p>	<p>to understand that German is spoken in different countries</p> <p>to listen attentively and be able to take part in a German finger rhyme</p> <p>to offer and respond to greetings</p> <p>to ask and answer questions about how we are feeling</p> <p>to look at text of rhyme and a set of instructions and begin to decode</p> <p>to become familiar with the formation of ß in German</p>	<p>Making finger puppets (using TL instructions)</p> <p>Joining in with finger rhyme</p> <p>Join in with German greetings song</p> <p>Mix pair share class activity to practise greetings and introductions (using German names)</p> <p>Use paper plates with smiley/unhappy faces as speaking prompts</p> <p>Listening to video clip with 'Socke'</p>	<p><b>Guten Tag</b> <b>Hallo!</b> <b>Guten Morgen</b> <b>Guten Abend</b> <b>Auf Wiedersehen</b> <b>Tschüs</b></p> <p><b>Wie heißt du?</b> <b>Ich heiße</b></p> <p><b>Wie geht's?</b> <b>gut/ sehr gut/nicht so gut/schlecht</b></p>	<p>to understand that all nouns in German start with a capital letter</p> <p>recognising the difference between 1<sup>st</sup> and 2<sup>nd</sup> person verb conjugation</p>	<p><b>ie</b> <b>ei</b> <b>ß</b> <b>w</b></p>	<p>Locating German speaking countries on a map</p> <p>Finding out about typical German names.</p> <p>Learning about the Schultüte (school cone) on the first day of school tradition.</p>

		Making own 'Socke' sock puppets and inventing dialogue.				
<p><b>2. Welche Nummer?</b></p> <p>Numbers 1-12</p> <p>Asking about and giving our age</p>	<p>I can pronounce numbers 1-12 accurately</p> <p>I can recognise spoken words and respond.</p> <p>I can say my age and ask how old someone is.</p> <p>I can copy single words correctly.</p> <p>I can read out familiar written words.</p>	<p>Gap fill activities.</p> <p>Number games (elf)</p> <p>Number song</p> <p>Maths in German</p> <p>Initial predictions about pronunciation of numbers based on prior phonics work</p> <p>lotto</p>	<p><b>eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf</b></p> <p><b>Wie alt bist du?</b> <b>Ich bin _____ Jahre alt.</b></p>	<p>Use of full stop in dates for ordinals.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> person of <b>sein</b></p>	<p><b>ie</b> <b>ei</b> <b>w</b> <b>z</b> <b>v</b></p>	<p>Understanding that some German number digits are formed differently.</p> <p>Recognising that the date format is different in German</p>
<p><b>3. Frohe Weihnachten!</b></p> <p>Christmas and New Year words and traditions</p>	<p>I understand that celebrations are different in different countries</p> <p>I can pronounce some words associated with a key festival in Germany.</p> <p>I can write a greeting in a card.</p>	<p>Singing German Christmas songs</p> <p>Making Christmas cards and writing German greeting</p> <p>Colouring in Christmas colour scene using German colour key.</p>	<p><b>Frohe Weihnachten!</b> <b>Glückliches Neues Jahr</b> <b>Guten Rutsch!</b></p> <p><b>der Niklaus Tag</b> <b>der Weihnachtsmann</b> <b>der Weihnachtsbaum</b> <b>der Weihnachtsmarkt</b> <b>der Adventskranz</b> <b>der Schneemann</b> <b>das Geschenk</b> <b>die Glocke</b> <b>der Stiefel</b></p>	<p>Gender</p> <p>Use of compound nouns in German</p>	<p><b>ei</b> <b>ie</b> <b>w</b> <b>au</b> <b>z</b> <b>st</b></p>	<p>Traditions associated with St.Nicholas day, Advent, Christmas and New Year</p>

	I can read and understand familiar vocabulary.	Listening to story of St, Nicholas and making boots out of card to consolidate understanding.	der Engel der Stollen			
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### Y3 Term 2

The children find out about two very important cultural and religious festivals in Germany. (Karneval and Easter)

They add to their bank of phonic sounds in German and have regular opportunities to practise them.

They start to write sentences in German which incorporates their understanding of literacy skills gained in English.

Children learn the words for things they use in the classroom so that every opportunity is used to use words in a real context.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
<b>4. Was ist deine Lieblingsfarbe?</b>  Colours	I can pronounce some colour words.  I can write a sentence based on a model.	Human sentence arranging words on flashcards into a logical order.  Creating a colourful creature and writing	<b>rot, blau, grün, orange, gelb, brun, rosa, lila, grau, weiß, schwarz</b>  Ist das ____ ? Das ist ____ .	Consolidation of literacy skills in English with regards to punctuation and sentence structure.  Introduction of negative.  Use of conjunction 'und'	<b>w</b>  <b>ei</b>  <b>le</b>  <b>ß</b>	Describing the colours of the German flag and those of other countries.

	<p>I can read out a sentence with accurate pronunciation.</p> <p>I can express a preference.</p>	<p>a sentence to describe it.</p> <p>Singing colour songs to consolidate vocab.</p> <p>Class survey on favourite colours</p> <p>Grün, grün,, grün sind alle meine Kleider...</p> <p>Grün grün grün sind alle meine kleider   Kinderlieder zum tanzen + mitsingen</p>	<p><b>Nein das ist nicht</b> _____</p> <p><b>Ja das ist</b> _____.</p> <p><b>und</b></p> <p><b>meine/deine</b></p> <p><b>Was ist.....</b></p> <p><b>Lieblingsfarbe</b></p>	<p>Possessive pronoun 'my' and 'your'</p>	<p><b>au</b></p> <p><b>z</b></p> <p><b>-d</b></p>	
<p><b>Alaaf!</b></p> <p><b>Es ist Karneval!</b></p>	<p>I understand that different traditions have developed in different parts of the world that are marking the same event.</p>	<p>Mask making using templates</p> <p>Watching video clips of Karneval parades.</p> <p>Learning songs associated with Karneval (<b>Fliegerlied</b>)</p>	<p>Fasching/ Karneval</p> <p>das Karnevalskostüm die Karnevalsmaske der Karnevalsumzug</p> <p>Alaaf! / Helau (carnival call)</p>	<p><b>Compound nouns</b></p>	<p><b>z</b></p> <p><b>sch</b></p>	<p>Children find out about an important tradition in the German calendar They understand that different words are used in different parts of the country for the same thing. (Karneval/Fasching Alaaf/Helau)</p>
<p><b>5. Im Klassenzimmer</b></p>	<p>I can make and respond to requests for key lexical items.</p> <p>I can copy words accurately with an awareness of</p>	<p>Asking partner for classroom items and responding to requests for same.</p> <p>Drawing and labelling the</p>	<p><b>der Bleistift</b></p> <p><b>der Kuli</b></p> <p><b>der Filzstift</b></p> <p><b>die Schere</b></p> <p><b>das Klebstoff</b></p> <p><b>der Radiergummi</b></p> <p><b>das Lineal</b></p>	<p>1<sup>st</sup> and 2<sup>nd</sup> person of 'haben'</p> <p><b>Revisit gender</b></p> <p>Exposure to a variety of <b>plural</b> forms in German</p>	<p><b>ei</b></p> <p><b>ie</b></p> <p><b>st</b></p> <p><b>z</b></p>	<p>Children begin to find out about similarities and differences between German and English schools.</p>

	<p>gender and use of capital letters.</p> <p>I can recognise and respond to lexical items and begin to understand other details.</p> <p>I can understand the key details in a written description.</p> <p>I can understand a range of classroom instructions.</p>	<p>contents of a pencil case.</p> <p>Responding to classroom instructions with appropriate actions. Simon says game (Peter sagt)</p> <p>Kim's game</p>	<p><b>der Stuhl</b> <b>der Tisch</b> <b>das Fenster</b> <b>die Tur</b> <b>die Tafel</b> <b>der Computer</b></p> <p><b>Hast du _____?</b> <b>Ich habe _____</b></p> <p><b>Kommt herein</b> <b>Setzt euch</b> <b>Steht auf</b> <b>Meldet euch</b> <b>Hört zu</b> <b>Schreibt das Datum (den Titel) ab</b> <b>Konzentriert euch!</b> <b>Ruhe!</b> <b>Alle zusammen</b> <b>Packt alles ein</b></p>	Imperative verbs		
<b>Frohe Ostern!</b>	<p>I can offer an Easter greeting in German.</p> <p>I can read and understand some written descriptions of Easter pictures</p>	<p>Making Easter branches with cardboard eggs</p> <p>Making Easter books</p>	<p><b>Frohe Ostern</b> <b>das Osterei</b> <b>die Schokolade</b> <b>der Osterhase</b></p>		<p><b>ei</b></p> <p><b>sch</b></p>	<p>Finding out about the German tradition of egg hunts</p> <p>Decorating Easter branches</p>

### Y3 Term 3

Children are building on their previous learning by recapping their understanding of where German is spoken and building their capacity to introduce themselves to others.

They are learning to associate a rich tradition of fairytales and story tellers with Germany.

Children will begin to name parts of the body, applying their phonic knowledge to begin to anticipate pronunciation. They will revisit their understanding of plurals in a different context when looking at monster descriptions.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
6. Wo wohnst du?	<p>I can name some German cities and know some information about them.</p> <p>I can pronounce country names in German.</p> <p>I can ask and answer questions about where I live.</p> <p>I can listen to and understand native speakers talking about where they live.</p>	<p>Labelling German towns on a map.</p> <p>Using cue cards as stimulus for speaking work.</p>	<p>Various German towns + countries:</p> <p><b>England</b> <b>Deutschland</b> <b>die Schweiz</b> <b>Österreich</b> <b>Spanien</b> <b>Italien</b> <b>Portugal</b> <b>Holland</b> <b>Belgien</b></p> <p><b>Hauptstadt</b></p>	<p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person conjugation of 'wohnen'</p> <p>Question formation using verb inversion: Wohnst du?</p>	<p><b>St</b></p> <p><b>-d</b></p> <p><b>w</b></p> <p><b>ei</b></p> <p><b>z</b></p>	<p>Reading traditional stories linked to a German town eg. 'Die Stadtmusikanten von Bremen'.</p> <p>German speaking countries</p>
7. Die Körperteile	<p>I can name parts of the body with accurate pronunciation.</p>	<p>Beetle drive game using German numbers for dice</p>	<p><b>der Kopf</b> <b>der Körper</b> <b>die Hand</b></p>	<p>gender</p> <p>plurals</p>	<p><b>ei</b></p> <p><b>sch</b></p>	

	<p>I can label a diagram accurately using correct genders.</p> <p>I can listen and respond based on identifying words I hear.</p> <p>Pick out key details from a short text.</p>	<p>throws and words for body parts.</p> <p>Simon says game.</p> <p>Songs:</p> <ul style="list-style-type: none"> <li>• (BBC Teach der, die das)</li> <li>• Kopf, Schulter, Knie und Fuß</li> </ul> <p>Labelling a picture of a celebrity/staff member</p> <p>Ext. using a bilingual dictionary to look up other body parts.</p> <p>Listen and point to correct body part (pair work and teacher led)</p> <p>Draw monster pictures based on reading and understanding written descriptions.</p>	<p><b>der Arm</b> <b>das Bein</b> <b>der Fuß</b> <b>die Schulter</b></p> <p><b>das Auge</b> <b>der Mund</b> <b>die Haare</b> <b>das Ohr</b> <b>die Nase</b></p>	<p>personal pronouns</p>	<p>-d</p> <p>ß</p>	
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### Y4 Term 1

Children will build on their conversational skills and be able to discuss the weather in German. They will also learn how to present to an audience and will prepare a weather forecast using their prior knowledge of German towns and cities.

They will begin to engage with verb conjugation with a regular verb in the hobbies topic.

They will revisit formation of simple sentences and incorporate use of connectives where possible.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
8. Wie ist das Wetter?	<p>I can ask and answer questions in German.</p> <p>I can plan a presentation collaboratively and present to an audience.</p> <p>I can write out a weather forecast script.</p> <p>I can understand the key details of a spoken forecast.</p>	<p>Prepare and deliver a weather forecast.</p> <p>Listen and respond with appropriate action.</p> <p>Pass the bag activity: Music stops and child holding bag removes a prop linked to the weather.</p> <p>Complete a table based on listening comprehension.</p>	<p>Wie ist das Wetter?</p> <p>Es ist schön. Es ist schlecht. Es ist kalt. Es ist warm. Es ist sonnig. Es ist windig.</p> <p>Es regnet. Es schneit.</p> <p>sehr/ relativ</p>	Use of <u>qualifiers</u> and <u>connectives</u> .	sch ie ei w v	I understand that the climate is different in different parts of Germany.



<p><b>9. Was ist dein Hobby?</b></p>	<p>I can read and understand the key points of a short, written text.</p> <p>I can ask and answer questions about freetime.</p>	<p>Taking part in hobbies survey.</p> <p>Creating freetime poster.</p> <p>'conjugation turkey'</p> <p>Pass the bag activity using leisure props.</p>	<p><b>Ich spiele</b>  <b>Du spielst</b>  <b>Er spielt</b>  <b>Sie spielt</b>  <b>Wir spielen</b>  <b>Ihr spielt</b>  <b>Sie spielen</b></p> <p><b>Kochen</b>  <b>Backen</b>  <b>Kunst</b>  <b>Lesen</b></p>	<p>Regular verb conjugation</p> <p>Verb inversion for questions.</p>	<p><b>sp</b></p> <p><b>ie</b></p> <p><b>w</b></p>	
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<p><b>Weihnachten</b></p>	<p>I am developing my understanding of Christmas in Germany.</p> <p>I can explain the traditions around Nikolaus Day and Christmas.</p> <p>I am more confidently able to offer a Christmas greeting.</p>	<p>Christmas cards</p> <p>Making Nikolaus boots (if not completed previously)</p> <p>Learning German Christmas song (Oh Tannenbaum)</p>	<p>Revisiting of Christmas vocabulary to which children have already been exposed.</p>	<p>revision</p>		<p>Development of understanding of traditions and rituals connected with Advent and Christmas.</p>
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## Y4 Term 2

Children will learn some words for pets in order to be able to discuss something meaningful/personal to them. They will describe real or imagined pets and reuse words for numbers and colours in a new context. They will learn additional adjectives to extend their writing and include – where possible – quantifiers.

They will begin to understand the first 3 forms of the verb 'haben'.

Children will develop their confidence with numbers and learn up to 31. By looking at the month words, they will find out how to say their birthday and become aware of ordinals.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
10. Hast du ein Haustier?	<p>I can have a short conversation in German in which I ask and answer a familiar question.</p> <p>I can apply phonic knowledge to approximate German pronunciation.</p> <p>I can understand written descriptions of pets by using a range of language learning strategies.</p> <p>I can write a short description of an</p>	<p>Complete a survey about pets we own.</p> <p>Listen and identify key details in a spoken utterance.</p>	<p><b>der Hund</b> <b>die Katze</b> <b>die Maus</b> <b>der Vogel</b> <b>der Hamster</b> <b>das Kaninchen</b> <b>das Meerschweinchen</b></p> <p><b>groß</b> <b>klein</b> <b>freundlich</b> <b>frech</b> <b>energisch</b> <b>faul</b> <b>intelligent</b></p>	<p>haben: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</p> <p>verb inversion for questions</p> <p>Use of <b>kein</b> in the negative</p> <p>Quantifiers: sehr</p> <p>ziemlich</p> <p>Plural forms</p>	<p><b>ei</b></p> <p><b>sch</b></p> <p><b>-d</b></p> <p><b>ß</b></p> <p><b>w</b></p> <p><b>z</b></p> <p><b>au</b></p> <p><b>v</b></p>	

	animal using a range of adjectives.					
11. Die Nummern 12-31	<p>I can say and recognise numbers up to 31</p> <p>I can notice a pattern in the formation of ordinals.</p>	<p>Lotto – listening and responding.</p> <p>Saying the date in the T.L.</p> <p>Sums in T.L.</p>	<p><b>dreizehn</b> <b>vierzehn</b> <b>fünfzehn</b> <b>sechzehn</b> <b>siebzehn</b> <b>achtzehn</b> <b>neunzehn</b> <b>zwanzig</b> <b>einundzwanzig</b> <b>zweiundzwanzig</b> <b>dreiundzwanzig</b> <b>vierundzwanzig</b> <b>fünfundzwanzig</b> <b>sechszwanzig</b> <b>siebenundzwanzig</b> <b>achtundzwanzig</b> <b>neunundzwanzig</b> <b>dreiig</b> <b>einundreiig</b></p> <p><b>ersten</b> <b>zweiten</b> <b>dritten</b> <b>etc.</b></p>	Use and form of ordinals.		

### Y4 Term 3

Children will have the opportunity to consolidate their understanding of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> forms of the verb 'haben'. They will use them in the context of brothers and sisters to further develop their ability to introduce themselves.

They will be able to draw on their knowledge of numbers and adjectives describing character to describe people in their family.

Children will have the opportunity to demonstrate their ability to describe their family in a creative way which incorporates a longer, more complex text than in Y3.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
12. Wann hast du Geburtstag?	<p>I can ask for and give information about birthdays.</p> <p>I can write out dates correctly in German, using a writing frame if necessary for support.</p> <p>I can listen to a series of spoken dates and note them down correctly.</p>	<p>Making an illustrated calendar incorporating correct spellings of months/days</p> <p>Stand up when you recognise your birthday month.</p> <p>Pairwork counting alternately with partner or round class. Using different voices.</p> <p>Felix und Franzi story video (Band 1 Kapitel 9)</p>	<p><b>Montag</b> <b>Dienstag</b> <b>Mittwoch</b> <b>Donnerstag</b> <b>Freitag</b> <b>Samstag</b> <b>Sonntag</b></p> <p><b>Januar</b> <b>Februar</b> <b>März</b> <b>April</b> <b>Mai</b> <b>Juni</b> <b>Juli</b> <b>August</b> <b>September</b> <b>Oktober</b> <b>November</b> <b>Dezember</b></p>	Conventions for writing the date.		Children understand that cultural reference points in national calendars can be different.

<p><b>13. Hast du Geschwister?</b></p>	<p>I can develop my confidence in using the verb 'haben'.</p> <p>I can describe who is in my family.</p>	<p>Drawing and labelling members of your family.</p> <p>Retrieving key pieces of information from a written text.</p> <p>Create mini book about an imaginary family.</p>	<p><b>die Mutter (Mutti)</b>  <b>der Vater (Vati)</b>  <b>die Schwester</b>  <b>der Bruder</b>  <b>die Tante</b>  <b>der Onkel</b>  <b>die Großmutter (Oma)</b>  <b>der Großvater (Opa)</b></p>	<p>Ich habe  Du hast (Hast du....?)  Er/Sie hat</p> <p>Er/Sie heißt</p>	<p>ß</p> <p>v</p> <p>w</p> <p>Sch</p> <p>ei</p> <p>ie</p>	<p>Multi-generational households in Germany</p>
<p><b>14. Die Riesengroße Rübe</b></p>	<p>I can follow and join in with a familiar story.</p> <p>I can enjoy presenting to an audience in the T.L.</p> <p>I can follow a written text and use language learning strategies to decode.</p>	<p>Listen and enjoy a story in the T.L. (Little Red Languages video)</p> <p>Act out the story with masks</p> <p>Gap fill activity completing missing vocab from story</p>	<p><b>die Rübe</b>  <b>der Großvater</b>  <b>die Großmutter</b></p> <p><b>die Enkeltochter</b></p> <p><b>der Hund</b>  <b>die Katze</b>  <b>die Maus</b></p>	<p>Receptive skills</p>		

### Y5 Term 1

Children will learn how to pronounce letters of the alphabet so that they can begin to spell words in German. They will revisit previous learning related to introductions and extend with the addition of spellings.

There will be an examination of the history linked to Reunification Day in Germany as part of ongoing work to develop intercultural understanding.

To support their previous learning in the wider curriculum on planets, this topic will provide a focus for work on adjectives and the use of writing frames.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
15. Wie schreibt man das?	I can pronounce letters of the alphabet and recognise letters when they are used in spellings.	Alphabet chant army style.  Taking part in role plays involving several exchanges. (Names and spellings)  Hangman	Wie schreibt man das?	N/A	Single letter sounds (as opposed to letter strings)	N/A
Tag der Deutschen Einheit	I understand the key details of a	Watch short clip showing scenes of	die Mauer die Einheit	N/A	N/A	

	major event in German history.	families facing separation and images of the Wall coming down.  Acrostic poem to demonstrate understanding.  Write letter to an imaginary friend/relative from whom you are separated.				Awareness of pivotal movement in German's history.
<b>16. Die Planeten</b>	I can use prior knowledge to pronounce German planet names accurately and can write an extended sentence to describe them.  I can work out which planet is being described from a written description.	Write extended sentences using a writing frame.  Make a planet concertina book	<b>das Sonnensystem die Sonne der Merkur die Venus die Erde der Mars der Jupiter der Saturn- der Uranus der Neptun</b>	Definite article used for planets in German.	j	Names of planets linked to Roman/ Greek Gods as in English.

## Y5 Term 2

Children will revisit their dictionary skills and will research words of places they would like to have in an imaginary town. They will develop their speaking and listening in order to take part in role plays and will create a leaflet about Sheffield.

There will be an opportunity to develop awareness of typical German foods and to recall how to express likes and dislikes. Taking part in a café role play will allow children to use rehearsed and in some cases spontaneous language for a real purpose.

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Writing

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revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
17. Wo ist das Stadion?	<p>I can ask and answer questions about where places are.</p> <p>I can give and understand directions</p> <p>I can write a leaflet about my town.</p>	<p>Look up words for places and draw symbols on a town plan.</p> <p>Role plays set in a town / asking for directions etc.</p> <p>Video clip BBC Teach – Berlin directions</p>	<p><b>Wo ist...?</b> <b>Gibt es ein/eine .... In der Nähe?</b></p> <p><b>die Post</b> <b>der Markt</b> <b>der Supermarkt</b> <b>das Café</b> <b>die Schule</b> <b>die Bäckerei</b> <b>das Stadion</b></p> <p><b>Es gibt..</b></p>	<p>Pronouns: <b>Er</b> <b>Sie</b> <b>Es</b></p> <p><b>Definite and indefinite article:</b> <b>der / die / das</b></p> <p><b>ein / eine / ein</b></p> <p><b>Es gibt (+acc)</b></p>	<p><b>sch</b></p> <p><b>s</b> (at start of word)</p> <p><b>ei</b></p> <p><b>ä</b></p>	<p>Look at images from German speaking towns/countries.</p>



<p><b>18. Hast du Hunger?</b></p>	<p>I can confidently find out unknown words using a bilingual dictionary.</p> <p>I can express likes and dislikes.</p> <p>I can write longer sentences based on a model.</p>	<p>Read Hungry Caterpillar together to reinforce language learning strategies.</p> <p>Make own mini book based on the story</p>	<p><b>die Raupe</b></p> <p><b>Was ißt du gern? Ißt du gern ..... ?</b></p> <p><b>Ich esse gern ..... Ich esse nicht gern...</b></p>	<p>2<sup>nd</sup> thing in a German sentence = <b>verb</b></p> <p>(am Montag aß sie...)</p> <p>Expressing negatives</p>	<p><b>ß</b></p> <p><b>W</b></p> <p><b>ur</b></p>	<p>Look at typical foods from German speaking countries.</p>
<p><b>19. Im Café</b></p>	<p>I can take part in a conversation involving several exchanges.</p> <p>I can write out a role play script with a high degree of accuracy.</p> <p>I can extend my conversation to include other familiar language.</p> <p>I can listen out for key information in a longer spoken passage.</p> <p>I understand more about some typical German foods.</p>	<p>Creating menus</p> <p>Food tasting eg.apple juice / German bread.</p> <p>Café role plays</p> <p>Listening exercises- recording orders accurately</p>	<p><b>Was möchten Sie?</b></p> <p><b>Ich möchte....</b></p> <p><b>Sonst noch etwas?</b></p> <p><b>einen Kaffee</b> <b>eine Tee</b> <b>eine Cola</b> <b>einen Apfelsaft</b> <b>einen Orangensaft</b></p> <p><b>bitte schön / danke schön</b></p>	<p>Differences in informal and formal forms of address.</p> <p>Accusative case Ich möchte einen/eine/ein...</p>	<p><b>ö</b></p>	<p>Develop awareness of German food items.</p>

### Y5 Term 3

We will revisit numbers and learn numbers up to 60 so that we can learn how to tell the time in German. Children will use a variety of language learning strategies to follow a familiar story in German. They will use this as a stimulus to write their own story based on a model.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
20. Wie spät ist es, Herr Wolf?!	<p>I can recognise and pronounce numbers up to 60.</p> <p>I can ask and answer questions about the time.</p> <p>I can read a clock time as words and decode.</p>	<p>Make links between clocktimes written as words and numbers.</p> <p>Gap fill linking previous learning on activities with new understanding about clock times.</p> <p>Lotto</p> <p>Number puzzle sheets</p> <p>Craft activity – designing clock</p>	<p><b>32 – zweiunddreißig</b> .. .. <b>60 – sechzig</b></p> <p><b>Wie spät ist es?</b></p> <p><b>Es ist ___ Uhr.</b> <b>Es ist viertel vor..</b> <b>viertel nach..</b> <b>halb</b></p> <p><b>um</b></p>	<p>‘Half way to’ not ‘half past’ in German</p> <p>Formation as higher numbers as one word in German.</p> <p>Irregularity of 30 (<b>dreißig</b>) compared to 40/50/60/70/80/90 (<b>vierzig</b>, <b>fünfzig</b> etc)</p>	<p>ä</p> <p>v</p>	<p>Conventions for telling the time eg. half way to next hour/ use of 24 hour clock.</p>

		featuring German clock times.				
<b>21. Die Kleine Raupe Nimmersatt</b>	<p>I can follow a story in German</p> <p>I can use a model to help me write my own story.</p>	<p>Children listen to story and decode using a range of strategies.</p> <p>Children join in with story using repeated phrases and actions to demonstrate meaning.</p> <p>Create own mini books using knowledge of numbers and food items and dictionary skills as appropriate.</p>	<p><b>Receptive skills initially.</b></p> <p>(children decide on which words they would like to find out/use)</p>	<p>Children might begin to notice word order differences. Eg. Am Montag fraß sie...</p>		

## Y6 Term 1

Children will revisit their skills in using a bilingual dictionary and research words for clothing. They will look at a range of adjectives and have access to a writing frame to assist them in forming adjectival endings correctly. They will consolidate their understanding of verb conjugations. As a summative activity they will prepare a fashion show.

They will also consolidate their understanding of the verb 'sein' both its meaning and formation. They will link this learning to being able to talk about personality.

Speaking

Listening

Reading

Writing

Intercultural

Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
22. Was trägst du gern?	<p>I can use a bilingual dictionary to find out clothing words along with their gender.</p> <p>I am widening my vocabulary and learning how to form a range of adjectives accurately.</p> <p>I can prepare and perform a fashion show with my class.</p>	<p>Draw and label outfits (to hang on classroom washing line?)</p> <p>Pass the bag activity (name and put on the item in the bag if it lands with you)</p> <p>Prepare and perform a fashion show in German.</p> <p>Use a writing frame to assist with adjectival endings.</p>	<p><b>Was trägst du?</b></p> <p><b>Ich trage....</b>  <b>Du trägst..</b>  <b>Er/Sie trägt</b>  <b>Wir tragen..</b>  <b>Ihr trägt</b>  <b>Sie tragen</b></p> <p><b>einen Pulli</b>  <b>ein T-Shirt</b>  <b>ein Hemd</b>  <b>ein Kleid</b>  <b>einen Rock</b>  <b>eine Hose</b></p>	<p>Accusative case</p> <p>Object of the sentence takes different forms than the subject.</p> <p>Revisiting verb conjugations.</p>	ä	

<b>23. Was für eine Person bist du?</b>	I can talk about personality and recognise the different parts of the verb 'sein'.	Dice games: Random numbers to elicit parts of 'sein' and various adjectives.	<b>Ich bin Du bist Er/Sie/Es ist Wir sind Ihr seid Sie sind</b>	Use of quantifiers ( <b>sehr/relativ</b> ) and conjunctions ( <b>und/aber</b> ) introduced in Y4		
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### Y6 Term 2

Building on their knowledge of 'sein' (to be), children will have the opportunity to become familiar with another key verb: 'haben' (to have). They will use this knowledge to create descriptions of physical appearance. They will recognise where they have encountered it previously and learn how to manipulate the verb for their own purposes.

Speaking

  

Listening

  

Reading

  

Writing

  

Intercultural Understanding

  

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture
<b>24. Wie siehst du aus?</b>	<p style="background-color: #00FFFF; display: inline-block; padding: 2px;">I can conjugate the verb: 'haben'</p> <p style="background-color: #00FF00; display: inline-block; padding: 2px;">I can identify parts of 'haben' from a written text.</p> <p style="background-color: #FFFF00; display: inline-block; padding: 2px;">I can write an extended description using</p>	<p>Chanting a rhyme to help 'log' the different parts of the verb.</p> <p>Sing 'Ich habe zehn Finger' song.</p> <p>Guess who game – describing a mystery person's appearance.</p>	<b>Ich habe Du hast Er/Sie/Es hat Wir haben Ihr habt Sie haben</b>  <b>lange kurze lockige glatte</b>	Forming questions: Hast du braune Haare etc...  Hat Sie...		

	<p>my knowledge of haben und sein.</p>	<p>Gap fill activity – filling in missing part of haben.</p> <p>Create a concertina book incorporating descriptions of personality (sein) and physical appearance (haben).</p> <p>Memory game in teams to recall the different parts of the verb.</p> <p>‘Fastest finger first!’ game - pair of pupils comes to board to write the correct part of the verb.</p>	<p><b>blonde</b> <b>rote</b> <b>braune</b> <b>schwarze</b> <b>graue</b> <b>Haare</b> <b>Augen</b></p>			
<p><b>25. Ein typischer Tag</b></p>	<p>I can begin to talk about my daily routine.</p> <p>I can write an account of a typical day which may include clocktimes.</p> <p>I can understand the key details in a longer spoken passage.</p>	<p>Write an account of a typical day adding clock times.</p> <p>Look at ‘Das Orchester’ book.</p>	<p><b>Ich wache auf.</b> <b>Ich stehe auf.</b> <b>Ich frühstücke.</b> <b>Ich wasche mich.</b> <b>Ich putze mir die Zähne.</b> <b>Ich verlasse das Haus.</b> <b>Ich arbeite in der Schule.</b> <b>Ich komme nach Hause.</b> <b>Ich gehe ins Bett.</b></p>	<p>Children have first exposure to separable verbs.</p>		

### Y6 Term 3

For their remaining few lessons children will have some autonomy in deciding what they would like to learn about. This may have an intercultural/ historical/communicative focus.

The mini project will serve to revisit many of the learning objectives covered over the course and to create a memorable learning experience on which to finish their language learning journey at Totley.

Speaking  
Listening  
Reading  
Writing  
Intercultural  
Understanding

revisiting

Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/ Knowledge about Language	Phonics	Culture