

Norfolk Mixed Age Planning Guidelines for Primary Languages

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GERMAN EARLY START

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Mixed Age Planning

Introduction to the Mixed Age : YA/YB Rolling Programme (Early Start)

Mixed age methodology:

- Learning a new language is not easy! All pupils benefit from frequent revisiting of familiar vocabulary and skills.
- New pupils to learning French (NP) will be expected to focus on using sounds, words and short phrases (Y3/4 objectives)
- Returning pupils (RP), revisiting language structures and skills for a second year, will be expected to work towards Y4/5/6 objectives showing greater understanding, confidence, complexity and accuracy eg:
 - asking as well as answering questions
 - stretching phrases into sentences
 - applying grammatical knowledge (KAL) with increasing accuracy (eg gender, adjectival position)
 - applying previously learned LLS (language learning strategies) with greater confidence
- IU, KAL and LLS foci can be different each year but ensure a broad coverage of Y3/4/5 objectives over the two years.

Framework Objectives:

- The Early Start resource gives complete coverage of Y3/4 Oracy, IU, KAL and LLS framework objectives but has limited Literacy examples.
- To give greater coverage of the Literacy strand, a half term 'book based' unit is given as the first half of the summer term (but could be moved into any half term) *See Appendix 1*

Rolling Programme notes:

- Pupils may start in either YA or YB and cover many of the Norfolk Transition structures (long term overview: bold italic) after 2 years
- Where content/questions structures are the same in both years: Espresso /QCA units are recommended to give variety of input

- This year A/B plan could be used to cover any two years of a four year rolling programme eg:
 - as an introduction to French in Y3/4
 - as an introduction to French in Y5/6 (but care should be taken to make reference to the Framework's T and L objectives for Y5/6 eg. longer phrases/sentences)
 - as 2 yrs of French for the whole of KS2 (eg Y3/4/5/6 class)

Customising the rolling programme!

- This mixed age rolling programme can be adapted to link with other curriculum areas by interchanging YA/YB plans within any terms (eg to tie-in YB summer 'Leisure' with Olympics/World Cup)
- The new QCA units refer to using 'video clips' of native speaker children. Teachers with more confident language skills might choose to use QCA units to replace some of the YA/YB half term units. *See Appendix 2*

. Recommended resources:

- Early Start 1: Teacher's manual + DVD
- Early Start 2: ??????????Teacher's manual + DVD
- Talking Big Books: www.earlystart.co.uk
- Espresso German unit 1

Additional resources (also see: short term planning)

- QCA German SOW (2007)
- Investigating Hey, Hey, Hallo : www.goethe.de/london
- Deutsch, Deutsch: www.language-factory.co.uk
- InvestigatingLanguages www.petlanguages.co.uk

<p align="center">Early Start 1 & 2 : German long term planning for mixed age classes: Y 3-6</p> <p align="center">First 2 years of language learning: Oracy/Literacy : Y3/4 framework levels; IU: Link to age appropriate framework levels 3rd and 4th years of language learning: Oracy/Literacy/IU : Move quickly through Y</p>			
	<p>1st year Early Start German Book 1:</p>	<p>2nd year Espresso German Unit 1 Or QCA units 1-2 (for teachers with stronger German)</p>	<p>Notes: mixed age plans The Autumn content needs to be repeated in both Year A and B. In year B use a different resource (see introduction) eg: Expect RP (returning pupils) to: work at a higher framework level. RP should show increased :confidence, understanding and or complexity eg. know numbers out of sequence Using alphabet more independently Using question structures Using whole phrases eg c'est un crayon rouge</p>
<p>Autumn Sections 12-13 lessons:</p>	<p>1 : Hallo! 2 : Tschüs! 3: Wie geht's 4 : Wie heisst du? 5: Zahlen 1-12 6: Wie alt bist du?</p> <p>Assessment 1 p 160</p>	<p>1 : Hallo! 2 : Tschüs! 3: Wie geht's 4 : Wie heisst du? 5: Zahlen 1-12 6: Wie alt bist du?</p> <p>Assessment 1 p 160 <i>(repeat for RP from last year)</i></p>	
<p>Week 13</p>	<p>15. Fröhliche Weihnachten ES Bk 1 Choose different activities each year</p>	<p>15. Fröhliche Weihnachten ES Bk 1 Choose different activities each year</p>	
<p>Spring Sections 12-13 lessons</p>	<p>7. Who wohnst du? 8. Was ist heute? 9. Wie ist das Wetter? 10. Das Alphabet (optional) <i>Assessment 2: P 160/1</i> 11. Meine familie 12. Zahlen 13-31</p>	<p>Early Start German Book 2 : Published soon!!!</p>	
<p>Summer Sections 12-13 lessons</p>	<p>13. Die Farben 14. Hast du ein Haustier ? <i>Assessment p 162/3</i> Extra literacy module x 6 weeks Talking Big Book: <i>Ein junger Hund...</i> OR QCA unit 2,4 or 5</p>	<p>Extra literacy module x 6 weeks:</p> <p>Talking Big Book: <i>Ich will meine Banane</i> OR QCA unit: 9,11 or 12</p>	
			<p>Spring content: Year B New units for all pupils No time to look at all units! ' RP can work at higher level eg: <ul style="list-style-type: none"> ask and answer questions use gender correctly Watch and discuss the IU content of some units but only study 3-4 units to the recall/real use level</p> <p>Summer content: Year B Teacher to choose: 2/3 sections to watch and discuss 2/3 to reach recall/real use level</p> <p>To extend literacy objective: Use a different Big Book or QCA unit to extend literacy work each year (can be in any half term)</p>

<p>Date.....Class</p> <p>Teacher</p>	<p>Total Lesson time = 60 mins Main lesson: 30 mins Follow up lesson :15 mins Daily Practice: 15 mins</p>	<p>Medium term planning Sections: 1,2,3,4,5,6</p>	<p>Main Resources</p> <p>Early Start 1 teachers' guide (TG) and DVD</p> <ul style="list-style-type: none"> Hey, Hey, Hallo : www.goethe.de/london Deutsh, Deutsch: www.language-factory.co.uk
<p>Framework coverage for mixed age classes</p> <p>First 2 years of language learning: Oracy/Literacy: Y3/4: Objectives (RP stretched to higher objectives) IU: Age appropriate objectives</p> <p>3rd & 4th years of language learning AFTER other language Oracy/Literacy: stretch quickly to cover the more phrase and sentence based Y4/5/6objectives with Y6 stretched to higher objectives IU: Age appropriate objectives</p>		<p>Key sound patterns:</p> <p>1: u (Guten); au (Frau) 2. v: (Wiedersehen). Au (auf) 3. v (wie); ch (nicht); u: (gut) 4. ch; u; x (buch) j (ja); ts 5. ts; f (vier); x (acht); eu (neun) v (Zwei); u (fünf) o; (zwölf) 6. v (wie) 15. v (Weihnachten) . x (nacht) au (Sankt Nikolaus; ts (zwei)</p>	<p>Links with other subjects: PHSE/RE: Comparing modes of greeting and school systems/ Christmas traditions ICT: CD Rom class & groups. Digiblu cameras for role plays? PowerPoint or PhotoStory Geography: Locate Germany and German speaking countries; the River Rhine History: Famous German speakers/legends Literacy: Traditional stories and characters (Grimm brothers, The Lorelei & Pied Piper) Art/DT: Make puppets/silhouettes Music: Use rhythm with German words. German composers</p>
<p>KAL (Knowledge about Language)</p> <ul style="list-style-type: none"> identify specific sounds, phonemes, words, rhymes link sounds to meaning; imitate pronunciation notice spellings/writing systems; compare with English recognise / use question forms/negatives recognise gender 	<p>LLS (Language Learning Strategies)</p> <ul style="list-style-type: none"> listen & repeat aloud look at speaker's face use gesture/physical response use context for understanding play games to aid memory record selves practise/take turns with friends ask someone to clarify/repeat compare to English 	<p>Core Q & A structures + vocabulary</p> <p>1 Hallo! Guten Abend, Morgen, Frau, Herr 2 : Tschüs! Auf Wiedersehen, Danke 3: Wie geht's? Es geht, Gut danke, Sehr gut, Nicht so gut, und dir? 4 : Wie heisst du? Ich heisse, Ich bin, 5: Zahlen 1-12 1 plus 2 ist... 6: Wie alt bist du? Ich bin... 15. Fröhliche Weihnachten</p>	<p>Reinforcement during week:</p> <p>Use greeting conventions correctly Register in German Play Circle time/PE warm up games</p>
<p>Expectations For New Pupils (NP) and Returning Pupils(RP): At the end of this unit: Most NP all RP (Breakthrough 1) will join in with a song by making a physical response or showing a flashcard; respond independently to questions or instructions with support from visual clues; begin to recognise written words with help. Some NP, Most RP (Breakthrough 2) will be able to answer questions accurately; ask questions with prompting; read phrases with help; experiment with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately. A few RP (Breakthrough 3) will be able to ask and answer several questions in both oral and written form (with a model)</p>			
<p>Assessment Possibilities :</p> <ol style="list-style-type: none"> Early Start 'Can do' assessment . P160 Use CD Rom 3.6 for a listening assessment 		<ol style="list-style-type: none"> Create short greeting, 'How are you?' and naming role plays with selves or puppets (possibly film with digiblu cameras) Assess use of question and answer structures with 'fortune tellers'. 	

Lesson : 1		Core Language Content: <i>1: Hallo! Guten Abend, Guten Morgen, Frau, Herr + name</i>	Learning outcome : NP Learn first greetings RP: Revise greetings and work on pronunciation :	
SECTION 1		Teaching sequences for : language structures/vocabulary/skills		RP extension notes Opportunities for increased confidence, understanding, complexity
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		Resources
MAIN LESSON : 30 MINS	Starter or revisiting prior learning	Warm-up TG p14:1: (also see) p 9, 10 & 12: Ideas for introducing the learning of German. <ul style="list-style-type: none"> Discuss language learning: What languages do the children already speak? What do they know about Germany and German? 		IU / KAL: RP may have relevant comments about language learning!
	Activities	Watch the film TG p14:2. Watch DVD .Stop DVD before written words. <ul style="list-style-type: none"> Talk about greetings in Germany other IU aspects: TG p13 & 17 Get used to the sounds TG p14:3 Re-watch DVD (NB pupils don't need to understand all c'room language) <ul style="list-style-type: none"> practise echoing/repeating : Hallo, Guten Tag, Guten Abend! join in with the song: show recognition with actions discuss if the language already sounds easier the second time! Respond with understanding TG p14/15: 4: Play 'Greetings' games 1,2,3 (repetition or recall)		LLS / Oracy: let native speaker voices be the 'first voice' for pupils to copy IU:RP lead discussions about social conventions!
	Plenary	Song: TG p15: use CD song track 1: to play Musical Greetings (see music TG p16)		Oracy / LLS song & mime =great practice
Follow up lesson 15 MINS	Activities	Introduce the written word: TG p 15: 5/6: Rewatch DVD through to written words. Notice unusual use of capital letters. Talking Points TG p17-19: Use to stimulate discussion on Germany and German speaking countries. Also see website http://www.earlystart.co.uk/esgerman1/01hallo.htm		IU: Focus on sights and sounds of Germany DVD and website
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> Daily practice: Continue greetings throughout the week eg for registration (real use) TG p14/15: Use a similar ball throwing game in PE, parachute or Circle Time session to practise greetings CD song track 1: Listen to and sing the song whenever you can! (recognition and repetition) 		

Lesson : 2		Core Language Content: <i>2: Tschüs! Auf Wiedersehen, Danke</i>	Learning outcome : NP: learning to say goodbye RP: be able to read greetings and goodbye words ... know facts and consider similarities and differences between German and English school life	
SECTION 2				
Teaching sequences for : language structures/vocabulary/skills			RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit				
Recall: Whole class or group activities: pupils recall new learning more independently				
Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play				
MAIN LESSON : 30 MINS	Starter or revisiting prior learning	Warm-up.TG p24:1: Use Greetings game 2 (ball throwing) from last week : (repetition & recall) discuss different ways to say goodbye in own /other languages	Choose a large ball if pupils can't catch well!	Ball for throwing
	Activities	Watch the film TGp24:2: Watch DVD and stop before written words <ul style="list-style-type: none"> TG p28 Discuss ways to say goodbye and German school day Get used to the sounds TG p24:3: Rewatch DVD <ul style="list-style-type: none"> practise echoing/repeating : Tschüs! Auf Wiedersehen, Danke Respond with understanding TG p 24:4: Play games to practise new 'goodbye' words	RP lead discussion: similarities and differences between schools	DVD
	Plenary	Respond with understanding TG p 24/5 :4 Use greetings flashcards (pictures only) from Section 1 and goodbye flashcards from Section 2 together to build up small role plays	Oracy: RP lead role plays	Flashcards Unit 1 & 2
Follow up lesson 15 MINS	Activities	Introduce the written word TG p25:5: Rewatch DVD 1 & 2 together focussing on the written word. Discuss some of the differences between German / English spelling (TG p26) for information on the umlaut in <i>Tschüs</i> Game: find the sound TG p 26 Use word and picture flashcards from sections 1 & 2 to play suggested game	Literacy and KAL: noticing similarities and differences RP to lead	Copies of pictures and speech bubbles
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> Daily practice: Continue greetings throughout the week eg for registration and going home : (real use) Music: Use German greetings as rhythmic chants with percussion (see TG p27) Song: Listen to and sing the song (CD track 3) whenever you can! Display Create a greeting and goodbye display with pictures and speech bubbles (RP in phrase/sentence) 		

Lesson 3		Core Language Content: <i>3: Wie geht's? Es geht, Gut danke, Sehr gut, Nicht so gut, und dir?</i>	Learning outcome : NP: To develop listening and speaking confidence with 'hello', 'goodbye' and 'how are you'. RP: begin to ask question independentlyTo learn about the Lorelei legend	
SECTION 3				
Teaching sequences for : language structures/vocabulary/skills			RP extension notes Opportunities for increased confidence, understanding, complexity	
Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			Resources	
MAIN LESSON : 30 MINS	Starter or revisiting prior learning	Warm up: TGp33:1: Discuss revise words learnt so far with flashcards Tell class they will soon be able to have a real conversation in German	LLS: reflect on own learning	Flashcards
	Activities	Watch the film: TG p34:2 Watch DVD Section 3 part 1 (stop before written word!) Get used to the sounds TGp34:3 Re-watch, pause, repeat after new words Talking point TG p 36 & IU box TG p37 : the Legend of the Lorelei. Children might be given this as a mini research project. on other statues and legends Respond with Understanding TG p34:4 Play games with puppet and actions to practise saying/echoing 'Gut danke, Sehr gut danke and es geht'	Oracy: RP lead group work IU: RP lead research about other countries	DVD/CD Puppet
	Plenary	Respond with Understanding TG p34:4 Activity sheet (TGp39) All class call out 'Wie geht's and 6 children respond: class draw in appropriate faces (recognition and recall)	Oracy assessment NB: best to first assess listening	Activity sheet
Follow up lesson 15 MINS	Activities	Song: CD track 5 Replay song section to practise new vocabulary : using agreed actions for all vocabulary (repetition & recognition) Respond with Understanding TG p34:4 Create a 'Wie geht's 'role play around the class, using own voices or puppets!: (recall/real use)	Oracy & LLS: real use practise LLS: If children use puppets they are often less inhibited!	Section 1-2 flashcards and pictures Puppets
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> Daily practice:Continue real use of language learnt so far.Use flashcards on wall to remind you and pupils!: Use <i>danke</i> instead of thank you as often as you remember. Encourage TAs, parent helpers etc. to do the same Song:Use the (catchy!) <i>Hallo Wie geht's</i> song whenever you can: walking out? Getting changed for PE etc/ Art and design: TG P 35: Make puppets who only speak German ICT:Consider using Digiblu cameras to video mini role plays/conversations perhaps with puppets (real use) 		

Lesson : 4		Core Language Content: 3: <i>Wie geht's? Es geht, Gut danke, Sehr gut, Nicht so gut, und dir?</i>	Learning outcome : NP: To recognise and read the written word RP begin to write independently ... To learn a little about the geography of Germany (River Rhine)		
SECTION 3		Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 mins	Starter or revisiting previous learning	Song: CD Track 5 Sing the <i>Hallo Wie Geht's</i> song. Can pupils carry on independently into the Karaoke track?		Oracy LLS = frequent practice!	
	Activities	Introduce the written word TGp 35:5 Watch DVD 3 and continue to the written words. <ul style="list-style-type: none"> What do pupils notice about the spellings? (in particular w=v , the u in gut and ch sounds: particularly noticeable in the cartoons) Use written flashcards to link key phrases to happy/sad faces 		Literacy and KAL Noticing similarities and differences RP lead discussion	DVD CD Rom Written and picture flashcards
	Plenary	How German works: TG p36: Introduce 'schlecht' for dreadful! Hotseat game (recall) <ul style="list-style-type: none"> Use 5 flashcards (written or pictures) <i>Wie geht's? es geht; gut ; sehr gut danke; nicht so gut; schlecht!</i> One pupil comes to front and has a flashcard above their head: the class asks ; <i>Wie geht's?</i> They have 3 guesses to get the correct answer! 		Oracy: RP lead games to practise question and answer structures	Written and picture flashcards
Follow up lesson	Activities	Talking Point TG p 37:: The River Rhine TG p38: Map of the River Rhine Also see website: http://www.earlystart.co.uk/esgerman1/03howru.htm The theme of the Rhine occurs in all opening sequences and could be covered lightly or in greater depth (in Geography?)		IU : RP lead research about the geography of other countries	CD Rom CD Workst with 'smiley faces'
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> Daily practice. Teachers and pupils could start using <i>gut, sehr gut</i> to praise throughout the week (real use) Registration: teacher could ask each pupil '<i>Wie geht's</i>' as a matter of course! Im Klassenraum TG p164-167 and DVD ch 16 Teachers could study to see a German teacher using these/similar phrases. 			

Lesson : 5		Core Language Content: :Wie heisst du? Ich heisse	Learning outcome : NP: To answer question : RP: to work at phrase and sentence level with whole Q & A phrase	
SECTION 4		Teaching sequences for : language structures/vocabulary/skills		RP extension notes Opportunities for increased confidence, understanding, complexity
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit		Resources
		Recall: Whole class or group activities: pupils recall new learning more independently		
		Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Warm-Up: TG p42:1 Re-sing the <i>Wie Geht's</i> song ! Greet pupils and ask some <i>wie geht's</i> questions around the class Explain going to learn about naming and the register		Singing is a great repetition & recognition activity
	Activities	Watch the film TG p42:2 stop after the first <i>ich heisse</i> sequence Get used to the sounds: TG p42:3 practise immediately around the class from Respond with understanding: TG p42 Watch the film: classroom sequence (see TG p 40 NOTE: don't expect to understand everything!) Notice that German pupils register with <i>hier</i> or <i>ja</i> • Practise the register immediately around the class (Also see TG p43) Watch the film: Watch the story characters section : copy the pronunciation of their names and discuss who they might be. Discuss that your name stays the same all over the world (TG p41).		Oracy: RP really try to imitate native speaker voices IU listen for and discuss different Christian names
	Plenary	Chain game: Play a chain game around each table of 6 children : <i>Ich heisse und du?</i> Which group finishes first?		
Follow up lesson 15 MINS	Activities	Hotseat game: to practise the naming question: (repetition and recall) Sit one child in a 'hot seat' but with their back to the class. The whole class helps to chorus question ' <i>¿ Wie heisst du?</i> '. Teacher points to another child who answers wrongly, trying to disguise their voice. <i>Ich heisse Bart</i> Can Hot Seat child guess who it is and say ' <i>Nein du heisst Sam</i> Alternative: Hold 'famous' picture above head of HotSeat child . Everyone chants:" <i>¿ Wie heisst du?</i> HotSeat child guesses <i>Ich heisse Bart??</i>		Oracy and LLS RP make good first models for these games
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> • Register: Begin to register in German using '<i>hier</i> and <i>ja</i> Also see TG p43 links to audio CD • Literacy: link this unit with a literacy unit on fairy tales and the Grimm brothers. There are detailed notes in the teachers' guide p 45 & 49 in particular on the Rumpelstilzchen story Also see the Website: http://www.earlystart.co.uk/esgerman1/04names.htm and links to www.ukgermanconnection.org/kids 		

Lesson : 6 SECTION 4		Core Language Content: <i>4 : Wie heisst du? Ich heisse, Ich bin, Das ist</i>	Learning outcome : NP: to give name with confidence in one of two ways. RP: To develop confidence asking for name. RP: research famous German speakers	
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 mins	Starter or revisiting prior learning	<i>Puppet:</i> Let puppet greet and ask some of the children their names: recall <i>How German works: TG p4.2</i> Talk about how you say what your name is in English.. There are also 2 ways in German..listen out for the second way...	Oracy & KAL: Note there are two ways to answer.the question: <i>Ich heisse & Ich bin</i> are there two in English? Yes: • my name is • I'm...	Puppet
	Activities	<i>Watch the film:</i> Watch the DVD 4 to include the section with 'ich bin'. See TG p42 for explanation of <i>Ich heisse</i> and <i>ich bin</i> • pause to echo children's voices. Take care with the ich sound in <i>ich</i> ! recognition & repetition. • Watch section <i>Ich bin Rebekka und das ist Christina</i> . Practise immediately around the class		DVD /CD Rom Puppet
	Plenary	<i>How German works: TG p4.2</i> Remind pupils that the Q is 'wie heisst du?'. Play a round the class game: pupils can choose: <i>Ich heisse</i> or <i>Ich bin</i>	KAL	
Follow up lesson 15 MINS	Activities	Hallo Hallo! : a great game to practise Q and A structures. 2 children go out (wearing policemen's hats!?). Class decides some members who will be 4/6 famous people :Bart Simpson/ Rumpelstilzchen etc (they may have toys/pictures). Policemen come back in and take in turns to ask <i>Wie heisst du?</i> Children reply with own name unless they have a character who says <i>Ich heisse Bart OR Ich bin Rumpelstilzchen!</i> . Can all characters be found in 1 min. of questioning?	Oracy/ LLS (play games to remember... RP lead games)	Police man's helmets1 Famous people pictures or figurines
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	Literacy/History non fiction research: TG p 45-47- This gives information on 20+ famous names of German speakers. Ask RP to prepare a short presentation (oral or written) on one famous 'German speaking' person (see template p 50): You may wish to adapt this according to the age of your class Website: http://www.earlystart.co.uk/esgerman1/04names.htm . This has further information		

Lesson : 7		Core Language Content: Revision 4 : <i>Wie heisst du? Ich heisse, Ich bin, Das ist</i>	Learning outcome : NP: to answer and RP practise asking the 'naming' question NP: to match written word to new sounds (especially RP working at phrase/sentence level)		
SECTION 4		Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Naming game: Give out pictures of famous people/figurines and teacher or puppet asks naming question : pupils must answer as a new person! If pupils are confident they can ask each other the question: ' <i>Wie heisst du?</i> ' They can reply with <i>Ich heisse</i> or <i>Yo soy</i> (Recall)		Oracy	Puppet Pictures figurines
	Activities	Introduce the written word: TG p44:5 watch to end of film including writing How German works: TGp 44 Notes re the spelling of <i>heisse</i>		Oracy . Literacy reading	DVD
	Plenary	Find your partner game: TG p43: Show pupils written clues to help play : <i>Hallo!. Wie geht's, Wie heisst du? Auf Wiedersehen</i> Prepare cards of 15 famous pairs. Pupils try and find their partners by having short conversations including greetings, <i>Wie geht's, Wie heisst du?</i> and goodbyes Pairs might include: Tom/Jerry; Hansel/Gretel; Ant/Dec; Bill/Ben; Pooh/Piglet; Mickey /Minnie; Jacob/Wilhelm (Grimm); King/Queen Cinderella/Prince Charming; Romeo/Juliet; etc.		RP help NP to use Literacy clues to help with Oracy	Famous people pictures
Follow up lesson 15 MINS	Activities	Art: Make a wall display of profile/silhouettes: <ul style="list-style-type: none"> .A sheet of white paper is blu tacked to the wall Pupil A sits still on a chair Anglepoise lamp creates shadow of Pupil A profile. Pupil B draws around profile shadow . Profile is cut out and mounted on black paper Teacher writes a heading question Q <i>Wie heisst du ?</i> Pupils hide written answers under flaps: <i>Ich heisse+ name</i> 		Literacy: writing RP to use whole Q & A (keep a photo record for evidence of writing)	Art materials to make silhouettes
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> You may need to use Art time (and TA help) to continue silhouette pictures Begin a portfolio with assessment sheets: 1-4 p160 Literacy: Christian names make an interesting discussion: see TG p48 for typical German names; also website list for most popular names in Germany in 2007: http://www.earlystart.co.uk/esgerman1/04names.htm Music : see the waltz suggestion: PG p45! Sounds fun! 			

Lesson : 8		Core Language Content: <i>5: Zahlen 1-12 1 plus 2 ist...</i>	Learning outcome : NP: to recognise and repeat numbers 1-12 in order: RP: to know numbers out of order	
SECTION 5		Teaching sequences for : language structures/vocabulary/skills		RP extension notes Opportunities for increased confidence, understanding, complexity
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		Resources
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Warm-up TG p 54: 1 Use puppet to revise greeting s, how are you, naming. TG p53: talk to pupils about why it's important to know numbers in other languages		KAL: RP compare past language number knowledge
	Activities	Watch the film: TGp54:2 Watch.up to the number 6 Get used to the sounds and learn in sequence: TG p55:3: pause and repeat numbers 1-6 after native speakers. recog/repetition (NB some of the game vocabulary is just for 'gisting') Respond with understanding: TG p 55/56:4 <ul style="list-style-type: none"> Who's got that number? 1-6 Jump to the number (recognition/ repetition) 		Oracy RP may work quite quickly and could be challenged to know numbers out of order
	Plenary	Number relay: TG p55 Count around the class from 1-6 . Children show recognition by holding up number cards or fingers Mexican wave TG p56 If class is confident let each child say next number (1-6) as a Mexican wave: recall		
Follow up lesson 15 MINS	Activities	Watch the film: TGp54: to include numbers 7-12., pause and repeat numbers 7-12 Song: DVD or CD track 7.Join in with the numbers song.(recognition / repetition) Sums animation: Pause...can class work out the answers?		Oracy RP can ask each other sums
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	PE: Bounce ball or skip to number 12 as in DVD (recognition) PE: Call out a number (eg 5) and children must make a group of 5 pupils (recognition) Numeracy? TG p57 Use German numbers whenever possible throughout the week eg for counting out members of a team etc. and in numeracy warm up! (: real use) RP research: Website: http://www.earlystart.co.uk/esgerman1/05num12.html		

Lesson : 9		Core Language Content: <i>5: Zahlen 1-12 1 plus 2 ist...</i>	Learning outcome : NP: to begin to recall numbers 1-12 RP recognise /use written form with models	
SECTION 5		Teaching sequences for : language structures/vocabulary/skills		RP extension notes Opportunities for increased confidence, understanding, complexity
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit		Resources
		Recall: Whole class or group activities: pupils recall new learning more independently		
		Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Mexican wave TG p 56: Numbers 1-12 Try doing a backwards version! CD track 7,8 re-sing number song leading to karaoke version (recognition & repetition)		Oracy
	Activities	Watch the film again. TGp57:5 Re-watch listening for key sounds See TG p 55 (NB there are no written numbers here. The aim is to match the numeral to the word) Bingo: TG p 56: Pupils write numbers on mini whiteboards (recognition) <ul style="list-style-type: none"> Confident pupils can become callers Dice games: using large dice (whole class) and small dice (pairs) pupils can play number sums and guessing games (recall)		Oracy Literacy RP can take lead in activities
	Plenary	Eleven/ Elf. Pupils take turns to count to 11..but they can only say 1,2 or 3 numbers and then their neighbour says next number(s) Whoever is forced to say 11 is eliminated! (recall)		Oracy
Follow up lesson 15 MINS	Activities	Board game: Rewatch DVD to see 'Mensch ärgere dich nicht ' game TG p56 gives the playing instructions TG p57 see useful words and phrases for board games NB: Keep the language pupils will use very limited: Model with whole class> make a poster of key language as a reminder. Try to play whole game without speaking English! (recall/reuse)		Oracy RP can learn 'my turn /your turn' vocabulary
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	Music: Create own German numbers song in music with percussion? Numeracy: TG p57 See 'zu gross, zu klein' idea Circle time: TG p56 Play swap numbers TG p56 Literacy: TG p 58 Talking Point: Why are some German numbers so similar to English..its all in the Anglo Saxon origins! RP may want to research...		

Lesson : 10		Core Language Content: <i>Wie alt bist du? Ich bin</i>	Learning outcome : NP: be confident in asking and answering 'age' question RP working at role play level ... Learning more about German schooling system	
SECTION 6				
Teaching sequences for : language structures/vocabulary/skills			RP extension notes	Resources
Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit			Opportunities for increased confidence, understanding, complexity	
Recall: Whole class or group activities: pupils recall new learning more independently				
Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play				
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Eleven/ elf: play again.(it should prove very popular): (recall) Talk to children about learning to say their age..its often the first question children ask each other when they meet!		
	Activities	Watch film: TG p61:2 to end of <i>Ich bin 12</i> <ul style="list-style-type: none"> Can children immediately work out what is true for themselves? Watch film to end of names and ages stop before written word <ul style="list-style-type: none"> Can children immediately work out what is true for themselves? Introduce the written word: TG p62:5		Oracy & Literacy: : asking and answering questions (RP in particular)
	Plenary	HotSeat game: Use cards with different numbers on (they might look like birthday cakes with candles) Replay the Hotseat game from Lesson 5. One child comes out. A 'birthday card is held over their head. The class choruses: <i>Wie alt bist du?</i> They guess: <i>Ich bin 3? Ich bin 6? Ich bin 8?</i> The class says <i>ja oder nein!</i>		Oracy ?LLS Play games to reinforce language learnt/. RP can be models for NP
Follow up lesson	Activities	Talking point: TG p63, 64 : Every day life in Germany: German schools : primaries and secondaries: tell the children about this and see what similarities and differences they notice...Children may be intrigued to note the different types of secondary schools..and also the <i>sitzenbleiben</i> system!		IU: RP could research and present
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	Registration: Use <i>Wie alt bist du?</i> as a registration question PHSE: continue the discussion about schooling systems in a PHSE context RP research website: http://www.earlystart.co.uk/esgerman1/06age.html where there are more links to websites about the German education system (more for teacher info than pupils)		

Lesson : 11 NB If it is already Dec 5th: swap this lesson with less.12!		Core Language Content: <i>Revision</i>	Learning outcome : To celebrate and assess increasing confidence in listening to , speaking, reading and writing German		
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			RP extension notes Opportunities for increased confidence, understanding, complexity	Resources	
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Tell pupils this is a revision lesson : Go over the key vocabulary learnt when looking at the fortune teller template 1: Hallo! Guten Abend, Morgen, 2 : Tschüs! Auf Wiedersehen, Danke 3: Wie geht's? Es geht, Gut danke, Sehr gut, Nicht so gut, und dir? 4 : Wie heisst du? Ich heisse, Ich bin, Das ist 5: 1-12 6: Wie alt bist du? Ich bin...		Oracy	
	Activities	Fortune teller: Make a number based 'fortune teller' to play with friends in the playground.. Origami flic/flac with numbers:. <i>Wie Geh't's ? + happy sad faces Wie heisst du? Wie alt bist du?</i>		LLS (play games and practise with a friend) Literacy: RP help NP to use written clues to remind selves of questions	Fortune teller templates
	Plenary	Play with the fortune teller with friends...take home to play with friends and family:(real use			
Follow up lesson 15 MINS	Activities	Complete p160 assessment sheet and add to Portfolio (possibly second time for RP : have they improved?) <ul style="list-style-type: none"> Choose favourite games and songs from the past term to practise and celebrate language learnt. Tell pupils that they will be learning about a typical German Christmas over the next 2 weeks 		Assessment LLS	Assessment sheets
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	ICT: If possible use digi-blu cameras to record some of the oracy role plays stimulated by using the fortune tellers <ul style="list-style-type: none"> Have pupils had a chance to give a presentation about famous German speakers yet? RP compare to films made last year? 			

Lesson : 12		Core Language Content: Fröhliche Weihnachten Der Tannenbaum Sankt Nikolaus etc.	Learning outcome : to learn about German Christmas traditions	
SECTION 15				
Teaching sequences for : language structures/vocabulary/skills			RP extension notes	Resources
Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			Opportunities for increased confidence, understanding, complexity	
MAIN LESSON : 30 mins	Starter or revisiting prior learning	TG p141/143: Talk about how German traditions are similar and also different from ours	IU RP remember from last year?	
	Activities	1. Watch DVD: stop before the words appear Discuss what looks familiar and unfamiliar 2. Watch DVD again and echo some of the key words	IU Oracy & Literacy	
	Plenary	German Christmas carol TG p149/150 Learn from both CD tracks 17-20 and from music and script Practise to perform at assembly or a carol service	IU , Oracy and Literacy	
Follow up lesson	Activities	Make an advent calendar		
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> • Practise the carol... • See other German Christmas ideas on Norfolk VLE and www.ukgermanconnection.org/kids 		

Lesson : 13		Core Language Content: Fröhliche Weihnachten Der Tannenbaum Sankt Nikolaus etc.	Learning outcome : To celebrate increasing confidence in listening to , speaking and reading German and knowledge about a child's life in Germany Use skills for real purpose
SECTION 6			
Teaching sequences for : language structures/vocabulary/skills			RP extension notes
Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit			Opportunities for increased confidence, understanding, complexity
Recall: Whole class or group activities: pupils recall new learning more independently			
Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			Resources
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Sing and continue practising the carol	Oracy, Literacy, IU
	Activities	Rewatch the DVD and practise saying Fröhliche Weihnachten Food technology: TGp 147:/153 Discuss and undertake a Food technology activity: German Christmas biscuits!	IU Can RP remember Christmas activities and recipes from last year?
	Plenary		
Follow up lesson 15 MINS	Activities	Performance and party! Perform the German carol to an audience of parents.and feed them on Weihnachtskekse!!	Oracy (perform to an audience) Can RP take the lead in one verse?
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time E	* Also see Norfolk VLE for extra German Christmas ideas	

Lesson :		Core Language Content:	Learning outcome :	
SECTION			NP:	RP:
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 mins	Starter or revisiting prior learning			
	Activities			
	Plenary			
Follow up lesson 15 MINS	Activities			
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time			

