

Language

Core language

<i>der Sand</i>	the sand
<i>der Himmel</i>	the sky
<i>der Strand</i>	the beach
<i>das Boot</i>	the boat
<i>das Meer</i>	the sea
<i>das (kleine) Boot</i>	the (small) boat
<i>das (blaue) Meer</i>	the (blue) sea

<i>das Boot segelt</i>	the boat is sailing
<i>das Meer ist ruhig</i>	the sea is calm
<i>das Wetter ist sonnig</i>	it is sunny

Additional language for this unit

<i>Die Leute gehen spazieren</i>	The people are walking
<i>Die Frau zeigt (mit der Hand) (auf etwas)</i>	The woman is pointing (at something)
<i>Der Mann schaut auf das Meer / auf den Strand</i>	The man is looking at the sea / at the beach
<i>Die Frau sitzt</i>	The woman is sitting
<i>Der erste Mann kniet</i>	The first man is kneeling
<i>Der zweite Mann steht</i>	The second man is standing

<i>Die Wellen plätschern an das Ufer</i>	The waves are lapping the shore
<i>Die Wolken ziehen (am Himmel)</i>	The clouds are drifting (in the sky)
<i>Der Wind weht</i>	The wind is blowing
<i>Das Gras raschelt</i>	The grass is rustling
<i>Eine Möwe schreit</i>	A seagull cries

<i>der Fels / die Felsen</i>	the cliff/cliffs
<i>die Bucht</i>	the bay
<i>die Höhle</i>	the cave
<i>die Bäume (m plural)</i>	the trees
<i>die Steine (m plural)</i>	the rocks
<i>die Kieselsteine (m plural)</i>	the pebbles
<i>die Muscheln (f plural)</i>	the shells
<i>die Blätter (n plural)</i>	the leaves

Additional language for teachers

<i>Was werden wir machen?</i>	What are we going to do?
<i>Wir werden Tic Tac Toe spielen</i>	We're going to play Noughts and Crosses
<i>Was macht der Mann / die Frau / das Gras?</i>	What is the man/woman/grass doing?
<i>Was machen die Leute / die Wolken?</i>	What are the people/clouds doing?
<i>Wie ist das Wetter?</i>	What is the weather like?

Unit 16 Am Strand (Beach scene)

About the unit

In this unit children use both new and familiar language to describe a painting. The painting used here is *Kreidefelsen auf Rügen* ('Chalk Cliffs on Rügen') by Caspar David Friedrich, but you can substitute an alternative, eg *Am Strand von Katwijk* by Max Liebermann or *Der Sonntagsspaziergang* by Carl Spitzweg. Children use their knowledge to write and perform their own poetry inspired by the painting.

Where the unit fits in

In this unit children have the opportunity to revise colours in addition to the agreement and position of adjectives (first met in Unit 4).

Prior learning

It is helpful if children already know:

- some colours
- agreement of adjectives
- *werden* + infinitive (immediate future)
- *ist, sind*
- some instructions used in simple recipes
- simple sentences with subject, verb, adjective.

New language

- Giving a simple description (of a scene or place)
- Using adjectives to add interest and detail to a description
- Writing instructions
- Verbs (present tense): third person singular and plural forms
- Plurals of nouns
- Adjectival ending *-e* after definite article *der/die/das*
- Phonic focus: *st* (as in *Strand*), *w* (as in *Wellen*)

Resources

- Colour cards
- Colour photocopies and/or an image of the Friedrich painting *Kreidefelsen auf Rügen* (or the alternatives)
- Large sentence cards to describe the picture and sets of smaller ones
- Flashcard figures from the painting
- Pictures or postcards of beach scenes and coastlines in the UK and in Germany
- Word cards for features of a beach scene
- Copies of the poem *Am Strand* (available at the end of this unit)
- Coloured pens or pencils
- Class and individual writing frames with instruction words for a recipe

Links with other subjects

Primary framework for literacy: compare different types of narrative and informational texts and identify how they are structured; adapt handwriting for specific purposes, eg printing, use of italics; use a range of ICT programs to present text, making informed choices about which electronic tools to use for different purposes

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

Art and design: investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Expectations

At the end of this unit

most children will:

listen to a story or poem and identify key words and phrases from the unit; create a short poem alone or with a partner and read this aloud, with reasonable pronunciation

some children will not have made so much progress and will:

need to refer to visual clues when listening to a story or poem; copy using single words or short phrases

some children will have progressed further and will:

write a poem and read it aloud with accurate pronunciation; research new vocabulary using a bilingual dictionary



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Beach scene</p> <ul style="list-style-type: none"> to listen attentively and understand more complex phrases and sentences (O5.3) to recognise patterns in simple sentences (KAL) to manipulate language by changing an element in a sentence (KAL) to develop accuracy in intonation and pronunciation (KAL) to integrate new language into previously learnt language (LLS) to apply grammatical knowledge to make sentences (LLS) to practise new language with a friend (LLS) 	<ul style="list-style-type: none"> Revise colours by playing <i>Findet die Farbe</i> (Find the Colour). Select two children to come to the front. Have colour cards displayed on the wall. Call out one of the colours. The winner is the first child to touch the correct picture. Confident children may want to take on the role of the teacher. Show children an image of the Caspar David Friedrich painting <i>Kreidefelsen auf Rügen</i> ('Chalk Cliffs on Rügen'). Tell children the title in English, and explain that Rügen is an island in the Baltic Sea, and in groups or pairs ask them to think of answers (in English) to questions such as: When do you think the picture was painted? Who do you think the people are? What do you think they are doing? You may want to give each group or pair a copy of the picture to use as a prompt. Introduce new vocabulary and revise colours by describing an item, eg <i>Die Bäume sind grün</i> (The trees are green). Children indicate which part of the picture you are describing. This can be done by inviting one child to point to the correct part or by small groups working on their own copy of the picture. Repeat with other items, eg <i>Die Felsen sind weiß</i> (The cliffs are white), <i>Der Himmel ist blau</i> (The sky is blue), <i>Das Meer ist blau und grün</i> (The sea is blue and green) and <i>Der erste Hut ist schwarz</i> (The first hat is black), <i>Der zweite Hut ist braun und das Kleid ist rot</i> (The second hat is brown and the dress is red). Discuss the fact that the first two sentences use <i>sind</i>, while the others use <i>ist</i>. Why do children think this is? Draw attention to <i>der, die, das</i> and <i>die</i> (plural). Consolidate new vocabulary and practise pronunciation by playing some flashcard games (see Unit 6, Section 1 and Unit 12, Section 1). To consolidate knowledge of gender, make four columns on the board with the headings <i>der, die, das</i> and <i>die</i> (plural). Ask children to place flashcards under the correct heading. Read out more simple descriptions, such as <i>Die Blätter sind grün, Die Felsen sind weiß</i>, etc. Children draw a quick picture on mini-whiteboards or paper, and colour it in. Children work in pairs or small groups. Each child chooses up to three items from the Friedrich picture, with colours. They relay this information to their partner or other group members, who draw the corresponding pictures. They check this by describing what they have drawn. Children who find drawing difficult or time-consuming can be given the outlines of pre-drawn items on a worksheet. Some will benefit from having a semi-completed writing frame with a selection of nouns and adjectives to choose from. Extension: Provide children with a set of statements about the picture and, in groups, they decide which ones are <i>richtig</i> and which are <i>falsch</i>, eg <i>Der Himmel ist schwarz. Nein, das ist falsch. Der Himmel ist ...</i> This will encourage discussion in German. Extension: Children use a bilingual dictionary to look for other words connected to the picture. 	<ul style="list-style-type: none"> listen out for and correctly identify specific words and phrases use previous knowledge and context to determine the meaning of new vocabulary pronounce short phrases with sufficient accuracy to relay information to others 	<ul style="list-style-type: none"> You may want to use a different German painter and base the session activities on another picture. Pictures can be found on the internet. You can show the painting on an interactive whiteboard or make colour copies for children to work from in groups. Caspar David Friedrich (1774–1840) is considered to be one of the finest painters of the Romantic movement. Further information about his life and work can be found on the internet. Follow-up: Throughout the week, play <i>Tic Tac Toe</i> (Noughts and Crosses), combining new and previously learnt vocabulary. Follow-up: Groups of children reproduce different parts of the picture and begin to build up a class display, with labels in German. This could be done as a 3-D display. Link with literacy work: The third activity links to work on descriptive writing in year 3.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Bringing a picture to life

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to develop accuracy in pronunciation and intonation (KAL)
 - to recognise the typical conventions of word order in the foreign language (KAL)
 - to use actions and rhymes to aid memorisation (LLS)
- Revise vocabulary and phrases from the previous section by playing *Tic Tac Toe* (Noughts and Crosses). Say *Wir werden Tic Tac Toe spielen* (We're going to play Noughts and Crosses) (see 'Grammar point' in 'Points to note'). In each square, put a noun and a colour from which children can make a phrase.
 - Show the Friedrich painting. Introduce some verbs, eg *Das Boot segelt* (The boat is sailing). Then ask *Was macht das Boot?* (What is the boat doing?) and encourage children to repeat and mime the answer *Das Boot segelt*. Continue, encouraging children to repeat the answers, eg *Was macht der Mann?* (What is the man doing?) *Der Mann schaut zu* (The man is watching). *Was macht die Frau?* (What is the woman doing?) *Die Frau zeigt (mit der Hand) auf etwas* (The woman is pointing at something). *Wie ist das Wetter?* (What's the weather like?) *Das Wetter ist sonnig* (The weather is sunny). Extension: You may wish to use *erste/zweite* (first/second) to describe the two men, as this gives more scope for sentences, eg *Der erste Mann kniet und der zweite Mann steht* (The first man is kneeling and the second man is standing).
 - Invite individuals to choose a phrase for the class to mime.
 - Extension: Children reply with the personal pronouns *Er/sie/es* in response to the question *Was macht der Mann / die Frau / das Boot?*
 - Extension: Encourage children to link two simple sentences using *und*, eg *Die Frau zeigt (mit der Hand) (auf etwas) und das Boot segelt*.
 - Bring the picture to life by giving groups part of the picture to freeze-frame. Each part is brought to life when each group hears their phrase.
 - 'Conduct' the class picture. Indicate to groups when they should start their mime. They also repeat their phrase until directed to stop. Repeat, with children taking on the role of conductor. Encourage less confident children to take on this role, to increase their self-esteem.
 - Play Secret Signaller. Agree on two sentences from the previous activity and two children go out of the room. A child in the room is chosen as the secret signaller. The class choose a signal (such as a scratch of the head) and, when the two children return, the class begin to chant one of the sentences. When the secret signal is given, the class begin to chant the second sentence, and so on. The aim of the game is for the two children to spot the identity of the secret signaller.

- recall, retain and use words, phrases and sentences with increasing accuracy
- use actions and mime to aid memorisation

- Grammar point: The structure (*werden* + infinitive) can become a very useful part of your everyday classroom language, as it can be used throughout the day in different contexts, eg *Was wirst du in der Pause machen? Ich werde Fußball spielen.* (What are you going to do at breaktime? I'm going to play football.) *Was werden wir jetzt machen? Wir werden ein Lied singen.* (What are we going to do now? We're going to sing a song.)
- When revising familiar language, accept single words or phrases from less confident children.
- Follow-up: Throughout the week, play *Simon sagt* (Simon Says) to practise the sentences.
- You could zoom in on different sections of the painting and capture the screen. Save the different segments as separate screens on the interactive whiteboard. Children could identify figures they have found in enlarged segments of the picture, dress up as those characters and adopt the same pose. They could also recreate the segment as a freeze-frame. Digital photographs of the pose will stimulate descriptions, as well as helping children to develop a deeper understanding of the whole painting.
- Follow-up: Children bring the picture to life as a dance.
- Link with literacy work: The seventh activity links to work in year 3, when children use some drama strategies to explore stories and issues.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Writing a description

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to write short phrases and sentences using a reference (L5.3)
 - to recognise patterns in simple sentences (KAL)
 - to recognise the typical conventions of word order in the foreign language (KAL)
 - to manipulate language by changing one element in a sentence (KAL)
- Play Secret Signaller (see previous section).
 - Display the Friedrich picture. As a class, match sentence cards (eg *Die Bäume sind grün. Das Boot segelt*) to the picture. Repeat this as a paired activity.
 - Give pairs of children a picture or postcard of a beach scene and introduce the word *der Strand* (the beach). Invite them to use their sentence cards as a model to write some sentences to describe their beach. Invite pairs to write one of their sentences on the board and read it aloud. Give less confident children a list of possible sentences to choose from.
 - Reproduce the background from the painting, represented by three horizontal bands: the lower one is green to represent the grass, the middle one is white to represent the chalk cliffs and the top one is blue to represent the sea. Create some flashcard figures that can be added to the background to populate the scene. Use the picture to model a description that adapts and extends that of the painting.
 - Display some examples of adjectives, eg *klein, alt, jung, rot, schön* (small, old, young, red, beautiful). Next to these, write some phrases on the board, eg *der alte Mann, der schöne Strand*. Ask children what they have noticed about how the adjectives have changed in these phrases and invite volunteers to come to the board and underline the additional -e. Write another few phrases on the board with the adjective missing, eg *der _____ Mann, die _____ Frau, das _____ Boot*. Ask children to work in pairs using mini-whiteboards to suggest suitable adjectives for the phrases and how these should be written.
 - Show children a number of sentences without adjectives, eg *Die Frau zeigt auf etwas. Der Mann steht*. Ask children, in pairs, to suggest how these could be made more interesting by adding adjectives (you may want to provide a word bank of adjectives for support). Give children a few minutes to write their sentences on their mini-whiteboards before asking for feedback.
 - Repeat with more sentences and the class read these aloud, eg *Die junge Frau zeigt auf etwas. Der alte Mann schaut auf das Meer*.
 - Extension: Children draw their own beach scene and write sentences to describe it. This can be done on the computer.

- write words, phrases and sentences using a model
- understand how a simple sentence is written

- Follow-up: Throughout the week, read out one of the sentences but with an element changed, eg *Das rote Boot segelt* becomes *Das weiße Boot segelt*. Children identify which element has changed and, if appropriate, name the word class.
- The fourth activity would work very well on the interactive whiteboard, using different screens for the background and the figures.
- Link with literacy work: The fifth activity links to work on composing sentences using adjectives for clarity and impact (year 3).
- Grammar point: Children will note the additional -e added in the singular, eg *Das rote Boot segelt*. Adjectives used with the definite article in the singular should all end in -e, eg *das rote Boot, die gelbe Sonne, der schöne Strand*.
- Follow-up: Make an interactive display using the Friedrich picture. Children write sentence strips and stick these onto the picture. They can add some strips with simple dialogue between people in the painting.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Comparing beaches

- to re-read frequently a variety of short texts (L5.1)
 - to recognise similarities and differences between places (IU5.2)
 - to look and listen for visual and aural clues (LLS)
- Use a selection of photos or postcards of beaches in the UK and Germany to revise language from the unit.
 - Discuss, in English, similarities and differences between beaches and coastlines in the UK and abroad. Rügen, the Baltic island in the painting, could be compared with, for example, the Isle of Wight. Children may have personal experiences to share. It may be appropriate to discuss the industries in different coastal areas, eg shipping, fishing, tourism.
 - Introduce names for some additional features in the photos or postcards, eg *die Bucht* (the bay), *der Fels* (the cliff), *die Höhle* (the cave), *die Muscheln* (shells), *die Steine* (rocks), *die Kiesel* (pebbles), *die Möwen* (seagulls), *die Wellen* (waves). You could use flashcards or images on the interactive whiteboard or a multimedia presentation to practise these.
 - Point to one of the features and ask, eg *Ist das eine Höhle?* (Is it a cave?). Elicit *Ja, es ist eine Höhle* (Yes, it is a cave). Repeat with some other features.
 - Extension: Ask questions that will need a negative response, eg *Ist das eine Höhle? Nein, das ist keine Höhle. Ist das ein Fels? Nein, das ist kein Fels* (Is it a cave? No, it's not a cave. Is it a cliff? No, it's not a cliff).
 - Phonic focus: *st* in *Strand, Steine*. Ask children to write 'st' in the air while saying the sound ('sht'). Practise this sound by doing a Mexican wave around the class.
 - Play *Wer hat etwas gesagt?* (Who Spoke?) to consolidate the new words (see Unit 13, Section 3).
 - Show children the written words on the interactive whiteboard or text cards. Ask individual children to come out and match the text to the pictures. Play games such as *Zeigt mir* (Show Me) so that children can practise writing the words.
 - Give children, in pairs, a copy of the poem *Am Strand* (available at the end of this unit). They are going to play at being 'language detectives'. Read the poem aloud as children listen, and ask them to make a gesture when they hear or read a word they understand. Some children may find it useful to have picture clues to help them understand the text. Children could also be given flashcards, which they hold up when they hear the corresponding noun.
 - Children continue to work on the text in pairs. They read it to themselves and underline, in colour, words they either know or can guess the meaning of. They underline adjectives in a different colour. As a class, they discuss strategies for working out the meaning of unfamiliar language.
 - Invite children to insert an adjective before a noun in the text and say their phrase to the class, eg *die gelbe Sonne*. The others listen out for the adjectival ending.
 - Extension: Children underline verbs and nouns in addition to adjectives.

- identify features of beaches in the UK and abroad
- identify key features of a spoken and written text

- Follow-up: Throughout the week, play games such as Secret Signaller or *Tic Tac Toe* to practise vocabulary.
- Follow-up: Build a word bank of words containing *st* for children to pronounce and copy-write.
- Follow-up: Children use images and information from the internet to make a presentation about beaches around the world, using presentation software.
- www.geograph.org.uk is a website sponsored by Ordnance Survey whose purpose is to show photographs of every square kilometre of the British Isles. Children could search to find pictures of their locality, which they could then describe.

Section 5. Class poem

- to re-read frequently a variety of short texts (L5.1)
 - to make simple sentences and short texts (L5.2)
 - to notice different text types (KAL)
- Select one of the photos or postcards showing a beach, or one of the lakes in Germany, Switzerland or Austria. Explain to children that, together, they are going to create a poem about the picture.
 - Display a large version of the poem *Am Strand* (available at the end of this unit) and point out the instruction words, which might be used in a recipe, eg *man nehme, lass* (take, let). Mime the verbs and invite children to guess their meaning. Children chorus the pronunciation.
 - Explain to children that they are going to help you create a 'recipe', like *Am Strand*, for the place in the picture.
 - As a whole class, underline the adjectives that children looked out for in the previous section, eg *rot*. Ask children to give suggestions for other adjectives to replace those in the poem. Using an interactive whiteboard or sticky labels, insert children's suggestions into the poem and re-read. Repeat this process with some of the nouns, eg *Muscheln* might be replaced with *Steine*. Most children will find an illustrated word bank helpful.
 - Extension: You may want to develop the poem by adding similes, eg *Die Möwen schreien wie Kinder* (The seagulls cry like children).
 - Extension: Children can extend lines further with adjectives and adverbs, eg *Das kleine Boot ist rot* (The little boat is red) or *Die frechen Möwen schreien laut* (The cheeky seagulls cry loudly).

- choose words, phrases and sentences for a class poem

- Look at a map of Germany, Austria or Switzerland and invite children to comment on where people might go on holiday. For example, you might look at Germany and notice that only the northern part has a coastline (on the North and Baltic Seas). The rest of the country is landlocked. You could also point out the neighbouring countries. Discuss with children some popular holiday spots in Germany, Switzerland or Austria. For example, people might holiday at a lakeside beach.
- The inclusion of known adjectives in an illustrated word bank can help children develop the ability to retrieve and reuse language learnt in previous contexts. The interactive whiteboard is a powerful tool to promote this skill: one screen could contain the writing frame and another screen could contain a bank of vocabulary drawn from other units. Words can be copied or dragged into the writing frame. It is also useful to present a version of the writing frame in the word-processing software that the children regularly use, so that they can work on drafting and redrafting their poem.
- Links with literacy work: The second, third and fourth activities link to work on writing instructional texts from year 3 onwards.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Individual poems

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to make simple sentences and short texts (L5.2)
 - to write words, phrases and short sentences using a reference (L5.3)
 - to recognise patterns in simple sentences (KAL)
 - to manipulate language by changing an element in a sentence (KAL)
 - to apply grammatical knowledge to make sentences (LLS)
- Read the class poem from the previous section and remind children how it was constructed.
 - Children work in pairs or individually to create their own poems about Friedrich's picture *Kreidefelsen auf Rügen*. Children will benefit from a writing frame and an illustrated word bank. Encourage children to think about how they can use ICT or styles of handwriting to present their poetry.
 - Extension: Give children some other phrases to create sentences with, eg *Der Wind weht* (The wind blows). They can investigate other adjectives by using a bilingual dictionary.

- choose words, phrases and sentences to create a poem

- Follow-up: Throughout the week, children work on the written presentation of their poetry.
- Follow-up: The National Gallery's website, www.takeonepicture.org, provides opportunities for schools to explore further how pictures can provide a stimulus for cross-curricular work.
- Links with literacy work: The first activity links to responding to poetry from year 3. The second activity links to work on writing creatively, showing imagination through language. It also makes links to presenting written work through neat, legible, joined handwriting (year 4) or using word-processing packages to present written work.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- In pairs or individually, children read their poems aloud to the class.
 - The class evaluate the poems and suggest 'two stars and a wish' (two things that they liked about a poem and one idea for improving it). Encourage them to use some German words and phrases learnt in previous units in their evaluations.

- read their poetry to an audience

- Follow-up: Children make an illustrated class book of their poetry for the class or school library.
- Follow-up: If the school has a German-speaking partner school, the class could share their own or their favourite poetry via the internet.
- Link with literacy work: The second activity links to reflecting independently and critically on their own writing to improve it (year 5).
- To link with literacy and ICT objectives relating to the creation of multilayered texts, children could start with a copy of the Friedrich picture and create hyperlinks to sentences that they have created in German. These could be simple descriptive sentences of colour and size or more complex sentences.
- If the class has done the segmentation activity outlined in Section 2, 'Points to note', they could make a booklet of the sections they have analysed.

Am Strand

Man nehme die Sonne.

Dann kommt der Sand dazu.

Und jetzt ein Boot.

Das Boot ist rot.

Die Möwen schreien,

Die Wellen plätschern.

Dann Menschen, die schwimmen,

Und viele Muscheln, die weiß sind.

Lass die Sonne

Eine Woche lang scheinen.

Dann hast du ihn – den Strand von Brighton!

On the beach

Take the sun

Then add some sand.

And now a boat.

The boat is red.

The seagulls cry,

The waves splash,

Then people who are swimming.

And many white shells.

Let the sun shine

For one week.

Then you've got it – Brighton beach!