

## Language

## Core language

<i>der Frühling / der Sommer /</i>	spring/summer/
<i>der Herbst / der Winter</i>	autumn/winter
<i>im Frühling / im Sommer /</i>	in spring / in summer
<i>im Herbst / im Winter</i>	in autumn / in winter
<i>Das Wetter war kalt, usw.</i>	The weather was cold, etc
<i>Es war kalt/heiß</i>	It was cold/hot
<i>hell/dunkel</i>	light/dark
<i>froh/traurig</i>	happy or glad / sad

## Additional language for this unit

<i>letzten Sommer / Winter war ich in ...</i>	last summer / winter I was in ...
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<i>bunt/trüb</i>	colourful/dull
<i>lustig/ernst</i>	funny/serious
<i>unruhig/ruhig</i>	excited/calm

<i>Komm zu mir</i>	Come to me
<i>Bleib bei mir</i>	Stay with me
<i>Die Farben sind ...</i>	The colours are ...

<i>Klatsch in die Hände / Stampf mit dem Fuß</i>	Clap (singular) your hands / stamp (singular) your feet
<i>Klatscht/stampft</i>	Clap/stamp (plural)

<i>die Wiese (f)</i>	the meadow
<i>der Teich (m)</i>	the pond
<i>ein Eichhörnchen (n)</i>	a squirrel
<i>eine Schwalbe (f)</i>	a swallow
<i>ein Frosch (m)</i>	a frog
<i>das Mädchen</i>	the girl

## Additional language for teachers

<i>letzten/nächsten Sommer</i>	last/next summer
<i>letzte/nächste Woche</i>	last/next week
<i>letztes/nächstes Jahr</i>	last/next year
<i>gestern</i>	yesterday
<i>heute</i>	today
<i>morgen</i>	tomorrow

<i>Welche Jahreszeit ist es?</i>	What season is it?
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<i>Beschreibt/Beschreib eine Jahreszeit</i>	Describe (plural/singular) a season
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<i>Wisch die Tafel ab</i>	Wipe (singular) the board
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<i>Welche Farbe hat es?</i>	What colour is it?
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## Unit 17 Die vier Jahreszeiten (The four seasons)

## About the unit

In this unit children learn to describe seasons in the context of a poem, *Der Frühling kommt wieder*, and the music from Vivaldi's 'The Four Seasons'. The poem is provided at the end of the unit. They also learn to talk about what the weather was like. Children work on an end-of-unit performance to consolidate and celebrate their learning.

## Where the unit fits in

This unit draws upon familiar vocabulary and structures. Children revise the months (see Unit 3), the weather (see Units 7 and 12), animals and their habitats (see Units 11 and 16) and the alphabet (see Unit 15). The imperfect tense is introduced here and covered in more detail in Unit 22.

## Prior learning

It is helpful if children already know:

- some weather phrases
- how to say the date of their birthday
- the alphabet
- some animals and their habitats
- some colours
- *heiß/kalt*
- *in dem* contracted to *im*, eg *im Wald* (see Unit 11).

## New language

- Making simple statements (about seasons)
- Describing the weather (with reference to the present and the past)
- Using adjectives as antonyms (*heiß/kalt, hell/dunkel, froh/traurig*)

- Preposition: *im* + season
- Imperfect tense: *sein* (*Es war kalt/heiß*)
- Word order: inversion of verb and subject when a sentence begins with an adverbial phrase (revision)
- Phonic focus: using knowledge of phoneme–grapheme correspondence to aid writing

## Resources

- Picture flashcards and/or props for the weather and seasons
- Text cards for the seasons and weather phrases
- Song about the months
- Word cards for months, days of the week and *der*
- Hoops

- Map of Germany, Austria or Switzerland
- Colour-coded text and picture cards for weather phrases (see Section 2)
- Visuals to illustrate the poem *Der Frühling kommt wieder* (the poem is available at the end of this unit)
- Multi-link cubes
- Illustrated word bank of animal habitats
- Recording of Vivaldi's 'The Four Seasons'
- Flashcards or images to introduce antonyms
- Props for a performance

## Links with other subjects

Drama: perform a scripted scene, making use of dramatic conventions

Geography: identify and describe what places are like

Music: explore and express ideas and feelings using movement, dance and expressive and musical language

## Expectations

## At the end of this unit

*most children will:*

understand how a simple sentence is written; build sentences in the imperfect tense from a model; listen to a poem and select familiar key words and phrases; take part in a brief prepared task

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

understand and respond to simple questions with prompts and single-word answers; need to refer to visual clues when listening to a poem or story

*some children will have progressed further and will:*

show understanding of a short text containing familiar and unfamiliar language; take the initiative in preparing an oral task and use a bilingual dictionary to research new language



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p><b>Section 1. Months and seasons</b></p> <ul style="list-style-type: none"> <li>to prepare and practise a simple conversation, using familiar vocabulary and structures in new contexts (O5.1)</li> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to appreciate that different languages use different writing conventions (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Play a recording of a song about the months or set these to a simple tune. Each child stands up when they hear their birthday month.</li> <li>Display picture cards or text cards for each season. Say each season <i>der Winter</i> (winter), <i>der Frühling</i> (spring), <i>der Sommer</i> (summer), <i>der Herbst</i> (autumn) and ask children to listen and repeat. Mime a season and ask the question <i>Welche Jahreszeit?</i> (Which season?) Ask for volunteers to repeat this activity. This can then be done in pairs.</li> <li>Before showing the written words for the seasons, challenge children to write the seasons from the sounds they hear.</li> <li>Display the written words for the seasons and highlight sound/spelling links. Show children some unfamiliar words that incorporate the same graphemes. Allow children a short time to whisper the words to their partner before inviting volunteers to have a go at reading them. Allow them the opportunity to have another attempt at writing the words, using the 'Look, say, cover, write, check' method.</li> <li>Make four statements about months of the year and which season they are in, eg <i>Der April ist im Frühling, der August ist im Sommer, der Oktober ist im Herbst und der Januar ist im Winter</i>. Ask children what they have noticed about how you say 'in winter', 'in summer', etc. Write the word <i>im</i> in front of each season on the board and draw attention to the fact that it is <i>im</i> rather than <i>in</i>. You might also like to point out the use of the definite article <i>der</i> before each month (see 'Points to note').</li> <li>Tell children which season your birthday month is in, eg <i>Mein Geburtstag ist im Herbst</i> (My birthday is in the autumn). Ask individual children to identify the season of their birthday month, eg <i>Wann hast du Geburtstag? Mein Geburtstag ist im Winter</i>. Accept <i>Im Winter</i> from some children.</li> <li>Revise numbers 1–31 by playing a variety of counting games.</li> <li>Revise how to say the date by playing a game (see Unit 3, Section 2).</li> <li>Display a range of dates on the board and read one out. Children have to identify the date you have selected.</li> <li>Working in pairs or small groups, children revise saying their birthdays. Perform a Mexican wave, where children in turn say their birthday. This can be timed to add a further challenge.</li> <li>Discuss with children how German and English dates differ, eg use of capital letters and ordinal numbers (see Unit 13, Section 4).</li> <li>Display picture cards for each season. Ask children to identify the picture card for the season of their birthday month.</li> <li>Set up a class 'speed challenge', where children order the months of the year against the clock. This can be done in pairs with word cards or as a whole-class activity using the interactive whiteboard. If using the whiteboard, divide the screen into two with a set of word cards in each half. Two teams compete, using an electronic stop clock, if available with the whiteboard software.</li> <li>Extension: Ask children to choose a different way of ordering the months (eg alphabetically). Children share their methods.</li> <li>In small groups, children divide a hoop into quarters to represent the seasons. They put word cards for each month into the correct season. Some children may benefit from having a chart with the months and seasons in English. Take feedback from the class.</li> <li>Children take it in turns to select a card from a pile in the middle of the hoop and make a sentence, matching the month to the correct season, eg <i>Der April ist im Frühling</i>. Ask children which words/months they find easy/difficult to remember and why.</li> <li>Play <i>Galgenmännchen</i> (Hangman) to revise the months and the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>pick out key words when listening to a song</li> <li>remember how to write the date</li> <li>create sentences linking months to seasons</li> </ul>	<ul style="list-style-type: none"> <li>Grammar point: The word <i>im</i> in the phrase <i>im Winter</i> is a contraction of the phrase <i>in dem</i> (dative case). <i>Der</i> becomes <i>dem</i> in the dative and when used in this context with <i>in</i>, can be shortened to <i>im</i>, eg <i>im Sommer, im Frühling</i>.</li> <li>Grammar point: All months are masculine, eg <i>der August</i>.</li> <li>Ensure that children work in mixed-ability groups when working on collaborative activities.</li> <li>For Hangman, if using an interactive whiteboard, use a template as suggested in Unit 8.</li> <li>Follow-up: Throughout the week, children listen to and join in with songs about days and months.</li> <li>Follow-up: Throughout the week, write and read aloud the date every day.</li> <li>Follow-up: As a PE warm-up, display a picture card or text card for each season around the hall. Call out a month and children run to the correct season.</li> <li>Follow-up: Discuss features of seasonal changes in English.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Weather and seasons

- 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 look and listen for visual and aural clues (LLS)
- Revise weather phrases in the present tense, eg *Es ist warm*, *Es ist sonnig*, *Es regnet*, using picture flashcards and props (see Unit 7, Section 3 and Unit 12, Section 1 for ideas). If you have not already done so in previous units, you may like to teach *Es ist wolkig* (It's cloudy) and *Es schneit* (It's snowing).
  - Show children a map of Germany, Austria or Switzerland and display a text similar to the following: *Letzten Winter war ich in Berlin. Es war sehr kalt.* (Last winter I was in Berlin. It was very cold.) Read the sentence aloud and invite children to talk to a partner for a minute and discuss what they think it means. Are there any clues in the sentence to help them work out if the sentence is in the past, present or future? See 'Points to note' for further explanation of this. Take feedback and explain that you were talking about something that has already happened – something in the past. Highlight *letzten*, *ich war* and *es war* in red.
  - Teach the weather phrases which use *sein* in the imperfect tense, eg *Es war sonnig/ heiß/warm/kalt/wolkig/windig* (It was sunny/hot/warm/cold/cloudy/windy). Practise the phrases using mimes or pictures.
  - Play Pelmanism as a whole class, using sets of picture cards and text cards showing the above weather phrases. There should be two sets of picture cards, one set on a red background to indicate the past, and one set on a blue background to indicate the present. There should also be two sets of word cards, one set displaying phrases in the present tense, eg *Es ist sonnig*, and one set displaying phrases in the imperfect tense, eg *Es war sonnig*. The aim is to find the corresponding picture and text cards. For example, a picture of an icicle on a red background would go with the text card *Es war kalt*, while a picture of an icicle on a blue background would go with the text card *Es ist kalt*. This game can then be played in pairs, if appropriate.
  - Extension: Teach children the phrases *Es regnete* and *Es schneite* in the imperfect tense, and incorporate these into the Pelmanism game.
  - Re-read the text *Letzten Winter war ich in Berlin. Es war kalt*. Underline the words *Winter*, *Berlin* and *kalt*. Invite children to suggest alternatives for these words and demonstrate on the board how these can be substituted to create a new set of sentences. Read the new sentences aloud. Children then work in pairs, and using text cards or mini-whiteboards they build new sentences, substituting alternatives for the underlined words. If working on mini-whiteboards, some children may need a word bank for support. Select several pairs of children to read out their sentences.
  - Extension: Children use a simple connective to extend their sentences, eg *und* (and) or *aber* (but).
  - Extension: Children write the names of the seasons from memory. Help them by saying the words very slowly, so they can hear individual phonemes.
  - Extension: Play *Wisch die Tafel ab* (Wipe the Board) (see 'Points to note').
- pick out detail from spoken sentences
  - understand how a simple sentence is written and build sentences using text cards
  - write some weather phrases from memory
- Follow-up: You may like to create a series of colour-coded *Vergangenheit/Präsens/Futur* (past/present/future) posters for display, which help children to spot 'clues' as to the tense in which a sentence is written. These can then be referred to whenever children are focusing on tense. The colour codes can also be used to annotate or highlight text. For example, the *Vergangenheit* poster could be in red and include words and phrases such as *gestern* (yesterday), *letzte Woche* (last week), *letztes Jahr* (last year) and *letzten Sommer* (last summer). The *Präsens* poster might be in blue and include words and phrases such as *heute* (today) and *jetzt* (now). The *Futur* poster might be in green and include expressions such as *morgen* (tomorrow), *nächste Woche* (next week), *nächstes Jahr* (next year) and *nächsten Sommer* (next summer). Alternatively, you could entitle the posters *gestern/heute/morgen*.
  - Grammar point: The phrase *Es war sonnig* (It was sunny) is in the imperfect tense. In German, the imperfect tense is often used in narratives. It is used less frequently in spoken German, as it is considered to be formal.
  - Grammar point: Talking about the weather using *Es ist* and *Es war* can become part of your everyday classroom routine. If using an adverb like *gestern* (yesterday) or *heute* (today), the word order changes, as the verb must be in second place in the sentence, eg *Heute ist es kalt*. *Gestern war es warm*. (Today it's cold. Yesterday it was warm.) You might like to display a weather chart that includes the headings *Heute* and *Gestern*, which can be changed every day.
  - To play *Wisch die Tafel ab* for practising the weather (the game can be adapted for other themes): write six numbered weather phrases on the board, three in the imperfect tense (*Es war*) and three in the present tense (*Es ist*). Give children time to read and re-read them. Roll a die and cover the phrase that matches the number on the die. A volunteer comes to the front to write the weather phrase on the board from memory. Reveal the covered phrase and check. If the phrase written from memory is correct, rub out the original phrase. The aim of the game is to rub out the six original phrases. Children can go on to play this in pairs, using mini-whiteboards. Those needing extra support can select the correct phrase from a selection of text cards, rather than writing it.
  - The above game also works well on an interactive whiteboard. Use an electronic die, if available, and masks to cover up the phrases. Some boards have handwriting recognition software that converts handwriting to text: this encourages children to form letters correctly in order to see whether the board 'recognises' their German.
  - Follow-up: Throughout the week, mime some sentences for the class to guess. Create an interactive display, where children build sentences using text cards.
  - Throughout the week: Children monitor the weather in a certain town or area of a German-speaking country, by viewing the weather forecast online, eg at [www.wetter.de](http://www.wetter.de)
  - Follow-up: Collect weather data from around the world from the internet, newspapers or television. Investigate weather around the world.
  - Links with literacy work: The second extension activity links to composing sentences using connectives (from year 3 onwards).

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Joining in a poem

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to re-read frequently a variety of short texts (L5.1)
  - 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 use actions and rhymes to aid memorisation (LLS)
- Revise seasons and months by repeating a game from Section 1 or 2. Ask children when their birthday is, eliciting the month rather than the season, eg *Mein Geburtstag ist im Januar*.
  - Tell children that they are going to listen to a poem called *Der Frühling kommt wieder* ('The Return of Spring') with a chorus that includes the lines *Klatscht in die Hände, Stampft mit dem Fuß* (Clap your hands, Stamp your feet). Read out the chorus (see 'Points to note'), modelling when to clap hands and stamp feet. Read it out again and encourage children to join in the actions. Ask children if they can identify the season mentioned in the chorus. Display the chorus and children read it aloud together.
  - Display the whole poem *Der Frühling kommt wieder* with some visuals and read each verse in turn. Children join in the chorus. Ask children what they think the poem is about and which are the elements that change in each verse.
  - Phonic focus: After reading the poem aloud, draw children's attention to the use of the *umlaut* and sounds such as *ö* as in *Eichhörnchen*, *ü* as in *Frühling*, *ä* as in *Hände* and *w* as in *Wiese*. Give children opportunities to listen carefully and repeat.
  - Display one verse only and pick out some specific words that have something in common with each other, eg *Wiese*, *Schwalbe*, *Morgen*, *Frühling*, *Land* (these are all nouns) or *Wiese*, *Morgen*, *Frühling* (these are all two-syllable words). Ask children to discuss with a talk partner why they think these words have been chosen.
  - Display six lines from the poem in consecutive order on the board, with each one colour-coded. Give children a selection of multi-link cubes in corresponding colours. Read out the poem. When children hear one of the lines on the board, they take the cube in the corresponding colour. They then look at their cubes and read aloud the lines in that order.
  - Extension: Children learn the chorus off by heart. Some children learn the verses as well.
  - Highlight the animal and the habitat in each verse. Ask children what strategies they can use to work out unfamiliar language in the poem.
  - Ask for suggestions of alternative animals and list these. Display an illustrated word bank of alternative habitats and model the pronunciation for each one. Individually or in pairs, children choose a different animal and habitat to complete their own written verse for a class poem. Provide differentiated writing frames, as appropriate. Some children may prefer to use text cards to produce their own verse, instead of writing. Children can use dictionaries to find additional vocabulary.

- identify key features of a spoken and written text
- choose words, phrases and sentences for a class poem

- The text of the poem *Der Frühling kommt wieder* is provided at the end of the unit. It may be helpful to have it recorded by a confident or native speaker and linked to a presentation of the text.
- Follow-up: Throughout the week, practise reading the poem aloud.
- In writing a class poem (final activity), you may choose a different season and different locations for the animals. For example, *Am Strand heute Morgen, sagte mir eine Möwe ...* (On the beach this morning, a seagull said to me ...).
- Link with literacy work: The third activity links to preparing poems for performance using expression, tone and volume (year 3).
- If using the electronic whiteboard for the last activity, open a blank screen and record the children's comments on it, marking the name of each contributor. This is a useful strategy for involving children in a creative dialogue and reminding them of their contribution to the lesson in a plenary or subsequent lesson.
- For the final activity, if using the interactive whiteboard to model the language, differentiated versions of writing frames can be distinguished by changing the background colour of screens.

## Section 4. Seasonal colours

- to understand and express simple opinions (O5.2)
  - to integrate new language into previously learnt language (LLS)
  - to use actions and rhymes to aid memorisation (LLS)
- Read out a selection of known nouns and adjectives. When children hear an adjective, they clap their hands; when they hear a noun, they stamp their feet.
  - Revise the seasons by practising the mimes (see Section 1). Mime a season and ask children the question *Welche Jahreszeit ist das?* (Which season is it?)
  - Play extracts from Vivaldi's 'The Four Seasons' and ask children to identify which season matches each extract. They listen again and in pairs write down as many colours as they can which they associate with each season.
  - Ask children to suggest contrasting colours for summer and winter. Write their suggestions on the board under the correct heading.
  - Introduce some additional antonyms. Display picture flashcards or images in random order to illustrate *warm/kalt* (warm/cold), *hell/dunkel* (light/dark), *froh/traurig* (happy/sad), *bunt/trüb* (colourful/dull), *unruhig/ruhig* (excited/calm), *lustig/ernst* (funny/serious). Ask volunteers to come to the board and match them up. Use the matched pairs to introduce pronunciation of the new words and encourage children to think of a mime to aid memorisation.
  - Children work in pairs to decide on adjectives to describe summer and winter. Add these suggestions under the headings from the fourth activity that are already on the board.
  - Play Ping-Pong with the antonyms. 'Bat' *heiß* to the children and the children 'bat' back *kalt*, etc.

- understand expressions of like and dislike
- select adjectives to describe seasons

- Grammar point: Note the inversion of the verb in German after an adverbial phrase, eg *Im Sommer ist es ...*
- Follow-up: Throughout the week, play the Ping-Pong game with opposites and practise descriptions of seasons.
- Follow-up: Children illustrate descriptions of the seasons for display. Encourage them to refer to hot and cold colours from the colour wheel.
- Follow-up: Children use software packages to create calligrams for antonyms.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Conscience Alley

- to prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts (O5.1)
  - to understand and express simple opinions (O5.2)
  - to prepare a short presentation on a familiar topic (O5.4)
  - to develop accuracy in pronunciation and intonation (KAL)
- Display antonyms from the previous section in random order on the board. Write a number next to each one and ask children in pairs to write down the numbers of the matching words. They feed back their answers.
  - Play a word association game, where you call out a colour and children reply with a season. This could be played in pairs or groups.
  - Revise seasons and extend descriptions, eg *Es ist heiß und es ist eine frohe, bunte und helle Jahreszeit. Die Farben sind grün, gelb und rosa. Welche Jahreszeit ist es?* (It's hot, and it's a happy, colourful and bright season. The colours are green, yellow and pink. Which season is it?) Children listen and respond. Some may benefit from having pictures of summer and winter scenes on their tables.
  - Explain to children that they are going to prepare a performance where they will personify the four seasons and persuade others that their season is the best. Revise some or all of the poem from Section 3 and model selected lines that children will need for this activity, eg *Komm, komm, komm / Der Frühling zieht ins Land!* You could also add *Komm zu mir / Bleib bei mir*. Children then add their own adjectives to describe their season. In groups of four, children take on a different season and add their own adjectives. Children feed back suggestions for seasons. Model how these could be used with the structure *Alles ist ... heiß/kalt/trüb*.
  - Extension: Qualifiers such as *zu* (too), *ziemlich* (quite) and *sehr* (very) could be used to add emphasis, eg *zu kalt, sehr warm*.
  - Children work with a talk partner with the same season to develop and practise their lines. Encourage accurate pronunciation, intonation and rhythm. Highlight the importance of gestures, body language and facial expression.
  - Children take part in a Conscience Alley. Those who are representing summer and those who are representing winter form two lines facing each other. The remaining children (who will represent autumn and spring) form a line and walk down the middle of the 'alley'. As the autumn and spring children walk down the alley, the children advocating winter and summer whisper their prepared lines, to persuade them of the merits of their season. Allow some less confident children to whisper one word only. At the end of the alley, children must decide which season they prefer. Repeat the activity, with the autumn and spring advocates persuading the summer and winter teams.

- ask and answer questions
- memorise a rhyme and repeat this with correct pronunciation and intonation
- use tone of voice to help convey meaning

- Follow-up: Children write some sentences to describe a season. They present these to the class.
- Links with literacy work: The fourth and final activities link to drama work where children work in role to explore complex issues (year 5). The final activity links to year 5 work on presenting a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.

## Section 6. Preparing a performance

- to prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts (O5.1)
  - to prepare a short presentation on a familiar topic (O5.4)
  - to plan and prepare – analyse what needs to be done to carry out a task (LLS)
- Prepare a class performance based on the previous section. You may want to incorporate the music from Vivaldi's 'The Four Seasons' and include some movement, using repetitive language from the poem *Der Frühling kommt wieder*.
  - Extension: Give children some additional expressions to include, eg *Ich liebe den Frühling! Alles ist hell und grün.* (I love spring! Everything is bright and green.)
  - Children work with their season talk partner from the previous section to create a script that they will use for their performance. Display a writing frame on the board for support. You may like to choose two confident children as actors who will 'walk' through the year and decide which season they prefer.

- memorise a rhyme and repeat this with correct pronunciation and intonation
- use tone of voice and gesture to convey meaning

- Follow-up: Throughout the week, children practise their performance.

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit
- Children perform their play to an audience. Film or photograph this with a digital camera. Children involved in the performance could store the video on their personal space on a learning platform, to celebrate their achievement and to record it as evidence of progress.

- memorise a rhyme and repeat this with correct pronunciation and intonation
- use tone of voice and gesture to convey meaning

- Follow-up: Children view the video or photographs of their performance. They discuss and evaluate it, using the 'two stars and a wish' formula to highlight achievements and suggest improvements for the future.
- Follow-up: Using photographs and scripts from their performance, children create a class multimedia presentation.
- Link with literacy work: This activity links to drama work on developing scripts based on improvisation (year 4) and on commenting constructively on performances.

### Der Frühling kommt wieder

Auf der Wiese heute Morgen  
Sagte mir eine Schwalbe  
– Komm, komm, komm,  
Der Frühling zieht ins Land!

#### **Refrain**

Klatscht in die Hände  
Der Frühling kommt wieder.  
Stampft mit dem Fuß  
Der Frühling kommt wieder.

Im Wald heute Morgen  
Sagte mir ein Eichhörnchen  
– Komm, komm, komm,  
Der Frühling zieht ins Land!

#### **(Refrain)**

Am Teich heute Morgen  
Sagte mir ein Frosch  
– Komm, komm, komm,  
Der Frühling zieht ins Land!

#### **(Refrain)**

### The return of spring

In the meadow this morning  
A swallow said to me: 'Come,  
Come, come, come,  
Spring is on its way!'

#### **Chorus**

Clap your hands  
Spring is coming again.  
Stamp your feet  
Spring is coming again.

In the forest this morning  
A squirrel said to me: 'Come,  
Come, come, come,  
Spring is on its way!'

#### **(Chorus)**

By the pond this morning  
A frog said to me: 'Come,  
Come, come, come,  
Spring is on its way!'

#### **(Chorus)**