

**Language****Core language**

|                                 |                   |
|---------------------------------|-------------------|
| <i>der/ein Schulhof</i>         | the playground    |
| <i>der/ein Sportplatz</i>       | the playing field |
| <i>die Toiletten</i> (f plural) | the toilets       |
| <i>die Pause</i>                | breaktime         |

|                            |          |
|----------------------------|----------|
| <i>Ich habe gespielt</i>   | I played |
| <i>Ich habe gearbeitet</i> | I worked |
| <i>Ich habe getanzt</i>    | I danced |
| <i>Ich habe geholfen</i>   | I helped |
| <i>Ich habe gesungen</i>   | I sang   |

|                                    |                        |
|------------------------------------|------------------------|
| <i>Es ist Mittag/Mitternacht</i>   | It is midday/midnight  |
| <i>dreizehn Uhr fünfzehn</i>       | 13.15                  |
| <i>dreizehn Uhr dreißig</i>        | 13.30                  |
| <i>dreizehn Uhr fünfundvierzig</i> | 13.45                  |
| <i>halb (+ Uhr)</i>                | half (way to) (+ hour) |
| <i>(Es ist) Viertel vor</i>        | (It is) quarter to     |
| <i>(Es ist) Viertel nach</i>       | (It is) quarter past   |

|                     |             |
|---------------------|-------------|
| <i>Hier ist ...</i> | Here is ... |
|---------------------|-------------|

|                                 |  |
|---------------------------------|--|
| <i>Wir haben ... um ... Uhr</i> | We do (lit. 'have') ... at ... o'clock |
|---------------------------------|--|

|                      |  |
|----------------------|--|
| <i>Mathe</i> (f)     | maths  |
| <i>Sachkunde</i> (f) | topic work (lit. 'knowledge of the subject') |
| <i>Deutsch</i> (n)   | German                                       |
| <i>Englisch</i> (n)  | English                                      |
| <i>Sport</i> (m)     | PE   |

**Additional language for this unit**

|                              |                      |
|------------------------------|----------------------|
| <i>der/ein Haupteingang</i>  | the/a main entrance  |
| <i>der/ein Parkplatz</i>     | the/a car park       |
| <i>der/ein Kindergarten</i>  | the/a nursery        |
| <i>die/eine Aula</i>         | the/a hall           |
| <i>die/eine Bibliothek</i>   | the/a library        |
| <i>die/eine Schulküche</i>   | the/a school kitchen |
| <i>das/ein Büro</i>          | the/a office         |
| <i>das/ein Klassenzimmer</i> | the/a classroom      |

|                        |           |
|------------------------|-----------|
| <i>der Stundenplan</i> | timetable |
|------------------------|-----------|

|  |                                     |
|--|-------------------------------------|
| <i>Wann fängt die Schule an?</i>           | What time does school start?        |
| <i>Wann habt ihr Mathe?</i>                | When do you do (lit. 'have') maths? |
| <i>Was hast du (in der Pause) gemacht?</i> | What did you do (at breaktime)?     |
| <i>mit meinen Freunden</i>                 | with my friends                     |

**Additional language for teachers**

|                             |                       |
|-----------------------------|-----------------------|
| <i>Wo ist ...?</i>          | Where is ...?         |
| <i>Macht die Augen zu!</i>  | Close your eyes! (pl) |
| <i>Macht die Augen auf!</i> | Open your eyes! (pl)  |

# Unit 19 Unsere Schule (Our school)

**About the unit**

In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to say the time using 24-hour clock notation. They find out about timings of the school day in a German-speaking country and compare with their own. They talk about what they did at breaktime and create short texts describing these activities.

**Where the unit fits in**

In this unit children consolidate and extend their work on the time (see Unit 11). They begin to use extended descriptions of their school environment and daily routines and present this information in written form and orally. They develop their use of the perfect tense (see Unit 13).

**Prior learning**

It is helpful if children already know:

- some places around the school
- *Ich habe gegessen/getrunken*
- *Steht auf!*
- how to tell the time on the hour
- the inversion of verb and subject after a connective
- accusative case after *haben*.

**New language**

- Making statements (about the school environment and everyday school routines)
- Making statements about breaktime activities, with reference to the past
- Telling the time using half-hours, quarter-hours and 24-hour clock notation

**Resources**

- Definite and indefinite articles: *der/die/das; ein/eine/ein*
- Questions using *Wann ...?*
- *Hier ist ...*
- Perfect tense with *haben* (eg *Ich habe gespielt/geholfen/getanzt/gearbeitet/gesungen*)
- Phonic focus: *v* (as in *vor, von, Viertel*)

**Resources**

- Large clock face
- Small clock faces
- Mini-whiteboards
- Large-sized photographs of places in the school
- Double sets of small-sized photos of places in the school for a matching game

- Dictionaries
- Word cards of places in the school
- A large die with the faces labelled *der, die* and *das*
- Photographs of places in a German school
- Example of a German-speaking school's timetable
- Flashcards and mini-flashcards with symbols of school subjects
- Pictures, photos or symbols showing breaktime activities
- Activity cards for Find Your Group game (see Section 5)
- Word cards for human sentences (see Section 6)
- Word cards for pair work (see Section 6)

**Links with other subjects**

Primary framework for literacy: use varied structures to shape and organise text coherently

Primary framework for mathematics: use vocabulary related to time; read the time to the quarter-hour (year 2); read timetables and time using 24-hour clock notation (year 5)

**Expectations****At the end of this unit****most children will:**

understand the German for, and speak about, some school subjects and places around school; use some verbs correctly in the perfect tense; write short sentences about activities they have done at breaktime; read the time to the quarter-hour and half-hour; understand timetables and 24-hour clock notation

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

understand the names of some school subjects and places around school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour

**some children will have progressed further and will:**

use a range of verbs confidently in the perfect tense; read timetables and give information using 24-hour clock notation



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| Learning objectives  | Possible teaching activities   | Learning outcomes  | Points to note   |
|--|--|--|--|
| Children should learn  |  | Children   |  |
| <p><b>Section 1. What's the time?</b></p> <ul style="list-style-type: none"> <li>to compare attitudes to aspects of everyday life (IU6.1)</li> <li>to devise questions for authentic use (KAL)</li> <li>to practise new language with a friend and outside of the classroom (LLS)</li> </ul>     | <ul style="list-style-type: none"> <li>Ask children the question <i>Wie spät ist es?</i> to see if they can remember what this means. Revise times on the hour with a large clock face. Model the time on the half-hour. Children repeat in chorus and individually, eg <i>Es ist fünf Uhr dreißig</i> (It is half past five). Repeat a number of times. Introduce <i>Es ist Mittag</i> (It is midday) and <i>Es ist Mitternacht</i> (It is midnight). Ask children to suggest strategies for remembering these.</li> <li>Explain that in German there are two ways of saying half past the hour, either with <i>dreißig</i> or with <i>halb</i> (half way to ...), eg for 5.30 you can say either <i>Es ist fünf Uhr dreißig</i> or <i>Es ist halb sechs</i> (half way to six) (see 'Points to note').</li> <li>Using small clock faces, play <i>Zeigt mir ...</i> (Show Me). Give children time on the half-hour using <i>dreißig</i>. They set their clocks to the given time. On the instruction <i>Zeigt mir ...</i> they show their clocks.</li> <li>Extension: Play <i>Zeigt mir</i> using <i>halb</i>, eg <i>halb zehn</i>, as a challenge.</li> <li>Perform a Mexican wave (see Unit 3, Section 5) where each child quickly stands up, says a time on the half-hour and sits down again. Some children will make up their own time and others will prefer to say one that you show on the clock face.</li> <li>Display in written form <i>Es ist ... Uhr</i> and highlight the pronunciation of <i>Uhr</i>. Ask children for suggestions of times on the half-hour to make sentences, eg <i>Es ist acht Uhr dreißig</i> (8.30), and ask children to read the sentences aloud.</li> <li>In pairs, children play <i>Zeigt mir</i> using small clock faces.</li> <li>Give children the opportunity to practise asking the question <i>Wie spät ist es?</i> in pairs. Volunteers can then take on the role of the teacher and ask questions about time to the rest of the class.</li> <li>Give children a range of times on the half-hour and ask them to write them down as digital time using a mini-whiteboard, eg <i>Es ist elf Uhr dreißig = 11.30</i>.</li> <li>Ask children if they remember the times of the school day in Germany or other German-speaking countries and compare with the English school day (see Unit 13, Section 1, 'Points to note'). What are the advantages and disadvantages of each system?</li> </ul>  | <ul style="list-style-type: none"> <li>tell the time on the half-hour</li> <li>recognise similarities and differences in attitudes among children of different cultures</li> </ul>   | <ul style="list-style-type: none"> <li>The concept of <i>halb</i> when telling the time in German can be difficult for children to understand, and you may wish to focus on <i>dreißig</i> for telling the time on the half-hour.</li> <li>Follow-up: Throughout the week, practise asking and answering questions about the time.</li> </ul>  |
| <p><b>Section 2. Places in our school</b></p> <ul style="list-style-type: none"> <li>to use spoken language confidently to initiate and sustain conversation to tell stories (O6.4)</li> <li>to make predictions based on existing knowledge (LLS)</li> <li>to use a dictionary (LLS)</li> </ul> | <ul style="list-style-type: none"> <li>Play Time Bingo. Using mini-whiteboards, ask children to write down in digital form three times on the half-hour between 9 and 15.30. Call out some times and the first child to have all three of theirs called out stands up and says <i>Es ist Zeit!</i> (It's time!)</li> <li>Display photographs of some places in the school, explaining what each one is. Start with a few places, eg <i>Hier ist der Sportplatz/Schulhof</i> (Here is the playing field / playground), <i>Hier sind die Toiletten</i> (Here are the toilets). Then introduce some more places, eg <i>Hier ist die Aula</i> (the hall), <i>die Bibliothek</i> (the library), <i>die Schulküche</i> (the kitchen), <i>das Klassenzimmer</i> (the classroom), <i>der Haupteingang</i> (the main entrance), <i>der Parkplatz</i> (the car park), <i>der Kindergarten</i> (the nursery). Then turn the photographs over. Alternatively, use images on the interactive whiteboard and then conceal them.</li> <li>Explain to children that they are going to do a five-minute challenge. Write the names of the places on the board and ask children to work with a talk partner to decide what they think each word means in English. Children could use a dictionary to cross-check. They can also try to pronounce the words correctly. Encourage them to use German in their discussions, eg <i>Ich denke der Schulhof ist 'the playground' auf Englisch</i>. When working with dictionaries, encourage them to use the phrase <i>Wie schreibt man das?</i> and then spell out the words in German.</li> <li>Invite feedback and ask children how they identified the words. Encourage them to see that there are words, eg <i>Toiletten</i> (toilets) and <i>Kindergarten</i> (kindergarten/nursery), that are similar in German and English and to use their existing knowledge of German, eg <i>Sport</i>, to help them find the meaning of others.</li> <li>Reveal the photographs again and children repeat the words in chorus. Invite a volunteer to come to the front. Say, for example, <i>Wo ist das Klassenzimmer?</i> (Where is the classroom?) Encourage children to use <i>hier</i> in their answers, eg <i>Hier ist das Klassenzimmer</i> or <i>Das Klassenzimmer ist hier</i>. Repeat with other volunteers. Ask individual children to come out and take the teacher's role.</li> <li>Children play Pelmanism in pairs with double sets of small-sized photographs of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, for example, <i>Wo ist der Haupteingang?</i> The second player turns over a photo and says <i>Hier ist</i> + the name of that room. If the photos match, the second player keeps the pair, otherwise they are placed back face down on the table. The winner is the player with the most matching pairs.</li> <li>Extension: Children use a dictionary to find names of other places around the school to put in a word bank. Remind them to use their knowledge of phoneme-grapheme correspondence to help them to pronounce the new words.</li> </ul> | <ul style="list-style-type: none"> <li>use knowledge of words, text and structure to make sentences about their school</li> <li>work out meaning using a range of clues</li> <li>use a dictionary to cross-check English meanings</li> </ul> | <ul style="list-style-type: none"> <li>Grammar point: In the sentence <i>Unsere Schule hat einen Haupteingang</i> (Our school has a main entrance), the word <i>Haupteingang</i> is in the accusative case. In the accusative case, the masculine indefinite article changes, eg <i>ein Haupteingang</i> becomes <i>einen Haupteingang</i>. Feminine and neuter nouns do not change.</li> <li>If you plan for children to make a digital video at the end of this unit, tell them about this. They will need to remember new language to put into their script.</li> <li>Instead of using photographs for the Pelmanism game, you may want to prepare an A4 sheet of symbols for the different rooms, which can then be photocopied and cut into cards for each pair.</li> <li>Follow-up: Throughout the week, refer to places in the school by their German names.</li> <li>Follow-up: Children take digital pictures of places in the school and label these for a display.</li> <li>If the school has a partner school in a German-speaking country, send a labelled plan of the school with photos and captions.</li> <li>The Global Gateway website at <a href="http://www.globalgateway.org">www.globalgateway.org</a> provides opportunities for finding partner schools abroad.</li> </ul> |

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Tour of our school

- to understand longer and more complex phrases or sentences (O6.3)
- to write sentences on a range of topics using a model (L6.4)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to use knowledge of word and text conventions to build sentences and short texts (KAL)

- Play a whole-class game of Pelmanism to practise the names of places around the school.
- Show the written form of a masculine noun, eg *der Sportplatz* (the playing field). Demonstrate how you can change this to a playing field (*ein Sportplatz*). Repeat with some other masculine nouns. Do the same with some feminine (*die/eine*) and neuter (*das/ein*) ones. Ask children to make up a rule to explain this. If using word cards or the interactive whiteboard, the words can be colour-coded according to gender, eg *der* = blue, *die* = red, *das* = yellow.
- Play *Der, die oder das?* Display text cards showing the areas of the school from the previous section. Label the six faces of a large die with *der/die/das*. Throw the die and invite children to suggest an appropriate place in school, eg *der Sportplatz* or *die Bibliothek*. Encourage children to give you both the definite and indefinite article for each place, eg *der Sportplatz*, *ein Sportplatz*.
- Show children a variety of photos from a school in Germany (or a German-speaking country), and discuss some of the differences and similarities between these and schools in England (see 'Points to note').
- Explain to children that they are going to take a visitor on an imaginary walk around some places in school. Ask them to stand up (*Steht auf!*) and to listen, repeat and mime as they pretend to walk around school, eg *Hier ist die Bibliothek ... Hier ist die große Aula* (Here is the library ... Here is the hall).
- Draw children's attention to the fact that we would say *Hier ist die große Aula* but *Unsere Schule hat eine große Aula*. This is just the same in English, where we would say 'Here is the hall' but 'Our school has a hall'.
- Ask children to work in pairs. One child should 'present' a place in school using *Hier ist (+ der/die/das ...)* and the other then responds with *Unsere Schule hat (+ einen/eine/ein ...)*. After giving children time to practise this, invite pairs of children to demonstrate.
- As a class, create a short written description of the school, eg *Unsere Schule hat einen Sportplatz und einen Schulhof. Es gibt auch eine große Aula und eine Bibliothek.* (Our school has a playing field and a playground. There is also a hall and a library.) As captions for digital photos of these places, *Hier ist + der/die/das* can also be used. This work can then be used to create a bilingual display for the school entrance.
- Extension: Using the photographs of the school and the description, children create digital or hard-copy books entitled *Unsere Schule*. These could be sent to a partner school and could also be given to any new arrivals at the school who are from German-speaking countries.

- write a short text to describe different areas of the school
- recognise some similarities and differences between German and English schools

- Follow-up: Throughout the week, play *Der, die oder das?* to practise vocabulary and gender.
- Either obtain photographs of a school from your German-speaking partner, or look at primary schools' websites.
- In German schools children do not wear uniforms. There may not be as many displays as in an English primary school. They have a break in the morning when they eat their *Zweites Frühstück* or *Pausenbrot* (second breakfast or breaktime sandwich) and most children go home at lunchtime, when school ends. During break children can often eat in the classroom. They have no school house system and no assembly.
- Follow-up: Look in more detail at the similarities and differences between schools. If the school is linked with a German-speaking one, swap photographs for children to discuss. These can be used in a class display with captions written by children.
- Follow-up: If the school has a German-speaking partner school, children agree on a set of questions to send to their German counterparts in order to elicit some views about their school. This may be done in English, comparing their counterparts' views with their own.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. School times and subjects

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to compare attitudes towards aspects of daily life (IU6.1)
- to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
- to plan and prepare – analyse what needs to be done in order to carry out a task (LLS)

- Play Time Bingo to revise telling the time (see Section 2).
- Ask children if they need to be able to say other times in order to describe their day. Elicit 'quarter to' and 'quarter past'.
- Use a large clock face as you model how to say the time on the quarter-hour, eg *Es ist Viertel nach fünf / Viertel vor fünf* (It is quarter past/to five). Call out some times on the quarter-hour and children show you these on their own small clock faces. Invite a child to call out a time and the class race to show this on their small clock faces. The first child to show and then repeat the correct time becomes the caller for the next round.
- Phonic focus: Teach children the following rhyme to help practise the v sound:

*Vier Vögel, vier Vögel, aus Wien  
Sie singen, sie singen ohne Pause  
Vier Vögel, vier Vögel aus Wien  
Sie fliegen, sie fliegen nach Hause.*

(Four birds, four birds from Vienna  
Sing, sing without a pause  
Four birds, four birds from Vienna  
Fly, fly home.)

- Extension: Teach the time at five-minute intervals, eg *Es ist fünf Minuten nach elf, es ist zehn (Minuten) nach elf* (It is five minutes past eleven, it is ten minutes past eleven).
- Display flashcards with symbols of the school subjects on the board and point to each card as you pronounce the subject. Children repeat. Ask them to close their eyes (*Macht die Augen zu!*) and you remove a card. Ask them to open their eyes (*Macht die Augen auf!*) and say which card is missing (*Welche Karte fehlt?*). Repeat, taking one card away each time until they can say all of the items from memory.
- Sing a song about the school timetable (see 'Points to note').
- Using photocopies or the interactive whiteboard, show children a timetable (*ein Stundenplan*) from a German-speaking school and ask them to look at the timings of the German school day. You may need to revise times on the hour using the 24-hour clock (see 'Points to note'). Ask children questions as if it were their timetable, eg *Wann habt ihr Mathe? Wann habt ihr Englisch? Um neun Uhr oder um elf Uhr?* (When do you do maths? When do you do English? At 9 o'clock or at 11 o'clock?) When children are confident, invite a volunteer to take the teacher's role. Some children may want to show the time on their clock faces.
- Encourage children to talk about the times of lessons with full sentences, eg *Wir haben Mathe um zehn Uhr und Deutsch um zwölf Uhr.*
- Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of the lessons. They can use real or imaginary times.
- Extension: Children make timetable posters with times and written captions to show a day's activities.

- tell the time on the hour, half-hour and quarter-hour
- give information about their school day using times of the day and names of subjects
- ask and answer questions about a school timetable

- Ensure that children are in mixed-ability groups for pair and group work.
- The Primary Languages website ([www.primarylanguages.org.uk](http://www.primarylanguages.org.uk)) has links to German schools. Some may have a timetable on their website.
- The 24-hour clock might be used in some German school timetables, although school is normally only during the morning unless the school is an all-day school (*eine Ganztagschule*).
- Children know *eins* for the number 'one' but will need to remember that 'one o'clock' is *Es ist ein Uhr*.
- Highlight the fact that the time is told differently using the 24-hour clock. The time half past two (2.30) would be described as *vierzehn Uhr dreißig* (14.30).
- The *Stundenplan* (timetable) song is sung to the tune of 'She'll Be Coming Round the Mountain When She Comes'. The times and subjects can be varied according to the class.

*Wir haben Mathe am Montag um neun Uhr, x2  
(Wir haben) Mathe am Montag, x2  
Wir haben Mathe am Montag um neun Uhr.*

*Wir haben Sport am Dienstag um zwölf Uhr, etc  
Wir haben Sachkunde am Mittwoch um elf Uhr, etc  
Wir haben Deutsch am Donnerstag um zehn Uhr, etc  
Wir haben Englisch am Freitag um halb elf, etc*

- Follow-up: Throughout the week, sing the song again.
- Follow-up: Discuss with children the structure of the German school week. School starts much earlier than in England (at about 8am) but finishes at lunchtime, with many schools offering extra activities in the afternoons and on Saturdays. Would the children prefer this structure? Discuss the implications this may have for everyday life.
- If the school is linked with a German-speaking partner school, timetables could be swapped. Model an email talking about the timetable using the structure *Um neun Uhr haben wir Englisch*.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Breaktime

- to understand longer and more complex phrases or sentences (O6.3)
  - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
  - to recognise patterns in the foreign language (KAL)
  - to use knowledge of words and text conventions to build sentences and short texts (KAL)
- Sing the *Stundenplan* song from the previous lesson.
  - Show a timetable that includes breaks and lunchtimes. Make statements about the times of these breaks, eg *Die Pause ist um elf Uhr. Die Mittagspause ist um Viertel vor eins.* (Break is at 11 o'clock. Lunch is at 12.45pm). Ask the question *Was hast du gestern in der Pause gemacht?* (What did you do yesterday at breaktime?) and tell the children, for example, *Ich habe eine Banane gegessen und einen Kaffee getrunken. Ich habe gearbeitet.* (I ate a banana and drank a coffee. I worked.) Ask children to tell you what they think you said. If you have past, present and future posters (see Unit 17, Section 2) on display, you may like to ask children to refer to these to see if there are any 'clue' words (eg *gestern*) that could help them.
  - Teach the phrases *Ich habe (Fußball) gespielt, Ich habe (mit meinen Freunden) getanzt, Ich habe gearbeitet, Ich habe Frau/Herrn ... geholfen, Ich habe gesungen* (I played (football), I danced (with my friends), I worked, I helped Mrs/Mr ..., I sang) using mimes or pictures. Practise the new structures with a number of games (see *Teacher's guide* for additional activities). Remind children of the phrases *Ich habe gegessen* (I ate) and *Ich habe getrunken* (I drank), which they will have encountered in Unit 13. Ask children to change the phrase *Ich habe Fußball gespielt* by using other known sports, eg *Ich habe Tennis/Hockey/Tischtennis gespielt.*
  - Show children a series of pictures, symbols or photographs representing breaktime activities, where each picture is lettered. Ask them to number 1–8 on mini-whiteboards and read out eight statements corresponding to the pictures on the board, eg *Ich habe getanzt. Es war super!* Children write down the corresponding letter next to number 1, eg '1C'.
  - Teach the question *Was hast du in der Pause gemacht?* (What did you do at breaktime?) Play *Finde deine Gruppe* (Find Your Group): give each child a card with images of two activities, eg football and dancing. There should be at least two other children in the class with the same card (less confident children may be given cards showing just one activity). Tell the children that they should keep their cards hidden. They then find the rest of their group by walking around the room and asking the question: *Was hast du in der Pause gemacht?* Some children will find it easier to ask the simpler question *Was hast du gemacht?* Children should try to answer in full sentences, eg *Ich habe Tischtennis gespielt*, but accept just the name of an activity from less confident children.
  - On the interactive whiteboard, display a series of photographs of children (children in the class, if possible) doing a variety of breaktime activities. Underneath each picture, write – with the help of the children – a sentence in the perfect tense explaining what that child would say if asked *Was hast du in der Pause gemacht?*

- understand and say some school subjects
- understand and describe simple school activities

- Grammar point: The verbs introduced in the perfect tense in this section are all verbs that use the verb *haben* as an auxiliary verb, eg *Ich habe gespielt, Ich habe getanzt* (see Unit 13, Section 1).
- The question *Was hast du gemacht?* (What did you do?) can be used in many different contexts and as children's vocabularies increase can become part of their everyday incidental language. For example, you might ask children during morning registration *Was hast du gestern Abend gemacht?* (What did you do yesterday evening?) and on a Monday *Was hast du am Wochenende gemacht?* (What did you do at the weekend?).
- Follow-up: Throughout the week, ask children what they did at breaktime.
- Follow-up: Throughout the week, children sing the *Stundenplan* song.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. Breaktime diaries

- to understand longer and more complex phrases or sentences (O6.3)
- to read and understand the main points and some detail from a short written passage (L6.1)
- to write sentences on a range of topics using a model (L6.4)
- to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
- to listen for clues to meaning (LLS)

- Play Noughts and Crosses or Blockbusters to practise the structures from the previous section. Children choose a picture of an activity and say the corresponding phrase in the perfect tense to win the square/hexagon, eg *Ich habe getanzt*.
- Display the sentence *In der Pause habe ich mit meinen Freunden gespielt* (At breaktime I played with my friends). Draw children's attention to the change in word order when the sentence begins with a time phrase like *In der Pause* (see 'Points to note'). Having established the meaning of the sentence, underline *In der Pause* and ask children to suggest other words or phrases relating to the past or phrases that could be substituted for *In der Pause*. You may wish to refer to your *Vergangenheit* poster (see Unit 17, Section 2) or provide a number of possibilities to choose from, eg *gestern* (yesterday), *letzte Woche* (last week), *letztes Wochenende* (last weekend). As a class, write three new sentences in the perfect tense using the other time words.
- Practise the 24-hour clock using small clock faces. Encourage children to say some afternoon times, eg *dreizehn Uhr dreißig* (13.30).
- Display a timetable showing breaktimes and lunchtimes. Show food and drink, as well as symbols of activities. Model using the timetable as a prompt for speaking, eg *Am Montag um elf Uhr habe ich einen Apfel gegessen und Orangensaft getrunken. Ich habe getanzt. Um dreizehn Uhr habe ich ein Käsebrot und Chips gegessen. Ich habe Wasser getrunken. Ich habe Tennis gespielt.* (On Monday at 11.00 I ate an apple and drank some orange juice. I danced. At 13.00 I ate a cheese sandwich and some crisps. I drank some water. I played tennis.) Draw children's attention to the fact that *habe ich* does not need to be repeated in the first sentence.
- Using large word cards distributed to a number of children in the class, build a number of 'human sentences', eg *Am Dienstag um elf Uhr habe ich eine Banane gegessen und Wasser getrunken*. Read the sentences aloud as a class. Help children to memorise these by asking those holding the cards to turn them over one by one, so that in the end none of the word cards can be seen and the sentence has to be 'read' from scratch. This is a very effective way of consolidating understanding of word order following an adverbial phrase.
- Give pairs of children sets of word or phrase cards with which they can build sentences. Ask them to build as many sentences as they can and to practise reading these aloud. Children could also record their sentences in exercise books or on mini-whiteboards. Invite a number of pairs to share their sentences with the class. Ask others to suggest elements of these sentences that they could change, eg the day, the time and the activity. You may also like to play this as a circle game, where a sentence is passed around the circle with one element being changed each time, eg *Am Montag habe ich Tennis gespielt und getanzt* could be changed to *Am Montag habe ich Fußball gespielt und getanzt*.
- Explain to children that they will be keeping a diary of their breaktime activities, starting off with recording their activities from the two previous days. You might like children to work in pairs on this task. Ask for suggestions of what they might write and model these on the board. Give children a choice of format – they may like to create a paper diary, video diary or multimedia presentation. They will be adding to these each day throughout the rest of the week. Children begin writing their breaktime diaries for the two previous days.

- listen attentively and understand key details from a spoken passage
- build sentences in the perfect tense using word cards

- Grammar point: If using an adverb or adverbial phrase like *gestern* (yesterday) or *in der Pause* (at breaktime), the word order changes as the verb must be in second place in the sentence, eg *In der Pause habe ich Tennis gespielt* or *Gestern habe ich eine Banane gegessen* (see Unit 17, Section 2).
- Follow-up: Throughout the week, children add to their breaktime diaries.
- Follow-up: Throughout the week, play the circle game, where each child changes one element at a time.

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- Children present their activity diaries to the rest of the class.
- Extension: Link with a local secondary school. Children may be able to work with some older children to produce a simple introductory video about the secondary school, eg key places, departments and an example of the timetable.

- construct short texts in the perfect tense
- present information in a variety of ways