

## Language

## Core language

<i>gut</i>	well/good
<i>sehr gut</i>	very well / good
<i>Ich kann gut schwimmen</i>	I'm good at swimming (lit: I can swim well)
<i>tanzen</i>	to dance
<i>singen</i>	to sing
<i>lesen</i>	to read
<i>Fußball spielen</i>	to play football

Wir werden ... We will ...

*toll/super/Klasse/prima!* well done / super / cool / fantastic!*Ich bin super* I'm a star  
*Du bist super* You're a star*Nein, gar nicht* No, not at all*Herzlichen Glückwunsch zum Geburtstag!* Happy birthday!

<i>im ...</i>	in ...
<i>Januar</i>	January
<i>Februar</i>	February
<i>März</i>	March
<i>April</i>	April
<i>Mai</i>	May
<i>Juni</i>	June
<i>Juli</i>	July
<i>August</i>	August
<i>September</i>	September
<i>Oktober</i>	October
<i>November</i>	November
<i>Dezember</i>	December

*Kann ich bitte ...?* Can I (please) ...?

## Additional language for this unit

<i>springen</i>	to jump
<i>den Ball werfen</i>	to throw the ball
<i>den Ball fangen</i>	to catch the ball
<i>rennen</i>	to run
<i>seilspringen</i>	to skip
<i>Lotto!</i>	Bingo!
<i>Mein Geburtstag ist im (Januar)</i>	My birthday is in (January)

## Additional language for teachers

<i>Antwortet/Antworte mit einer Geste</i>	Respond (plural/singular) with an action
<i>Nimmt/Nimm eine Karte</i>	Take (plural/singular) a card
<i>Kannst du gut schwimmen?</i>	Are you good at swimming?
<i>Was willst du machen?</i>	What would you like to do?
<i>die Monate</i>	the months
<i>Wann hast du Geburtstag?</i>	When is your birthday?
<i>Wir spielen Lotto</i>	We're going to play Bingo
<i>Wir schreiben eine Geburtstageinladung</i>	We're going to write a party invitation
<i>Komm zu meiner Party!</i>	Come to my party!
<i>Name</i>	name
<i>Datum</i>	date
<i>Springt/Spring!</i>	Jump! (plural/singular)
<i>Springt Seil! / Spring Seil!</i>	Skip! (plural/singular) (with a skipping rope)
<i>Werft/Wirf den Ball!</i>	Throw the ball! (plural/singular)
<i>Fangt/Fang den Ball!</i>	Catch the ball! (plural/singular)
<i>Rennt/Renn!</i>	Run! (plural/singular)
<i>ein Wettrennen</i>	a race
<i>ein Sprung</i>	a jump
<i>Auf die Plätze, fertig, los!</i>	Ready, steady, go!

## Unit 3 Wir feiern! (Celebrations)

## About the unit

In this unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the month of their birthday.

## Where the unit fits in

If units 1 and 2 have already been covered, this unit consolidates language-learning strategies such as practising new language with a friend and repeating new words rhythmically. It provides opportunities for children to say more about themselves. Children add to their repertoire of games to play in German.

## Prior learning

It is helpful if children already know:

- how to play party games such as Musical Statues and Stations.

## New language

- Making simple statements (about activities)
- Expressing praise
- Months of the year
- Writing an invitation
- Asking permission
- Saying what you will be doing using *wir werden*
- *können*: *ich kann* + infinitive (as a statement and as a question)
- Simple adverbs
- Position of adverbs
- Preposition: *im* + month
- Phonic focus: *ch* as in *ich*, *herzlich* and *sch* as in *Glückwunsch*

## Resources

- Picture flashcards for verbs, eg *Ich kann gut schwimmen* (see Section 1)
- Introduction to 'Ride of the Valkyries' by Wagner
- Two sets of text flashcards for verbs (see above) – one large set (to go on the wall) and a smaller set (to go in a feely bag)
- DVD clip or still image of birthday celebrations
- Picture flashcards for months of the year
- Song or rhyme for the months of the year
- Feely bag
- Music for playing party games
- Writing frame for party invitation on interactive whiteboard
- Mini-whiteboards and pens
- Pen, paper and pencils for party invitations
- Skipping ropes and large balls

## Links with other subjects

Primary framework for literacy: speak clearly and audibly with confidence (foundation stage); write with consistency in the size and proportion of letters and spacing within and between words

PE: consolidate existing skills and learn new ones

PSHCE: listen to other people, and play and work cooperatively; recognise their worth as individuals by identifying positive things about themselves and their achievements; identify and respect the differences and similarities between people

## Expectations

## At the end of this unit

*most children will:*

state what activities they can do well; recognise and respond to instructions; understand and use praise words; say the month of their birthday; write a party invitation from a model

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

respond with an action, *ja/nein* or single words to questions about activities they can do well; understand instructions with prompting and/or visual support; say the month of their birthday when prompted; copy a party invitation

*some children will have progressed further and will:*

write and say phrases from memory, the latter with clear pronunciation and meaning; spell most of the key vocabulary in a party invitation accurately

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. Look at me

- to recognise and respond to sound patterns and words (O3.2)
- to hear main word classes (KAL)
- to use gestures to show they understand (LLS)

- Discuss with the children in English what activities they are able to do and feel they are good at, both in and out of school.
- In German, introduce some activities that you are good at, using picture flashcards, eg *Ich kann gut schwimmen / lesen / tanzen / singen / Fußball spielen* (I'm good at swimming / reading / dancing / singing / playing football).
- Say the phrases again and invite children to make up an action for the verbs. Then children repeat after you, with actions.
- Ask individual children to perform the action when you say the verb. Children can then mime to a partner (or to two partners). If they can say the German word they win a point.
- Introduce *Ich kann gut ...* Children practise this phrase with a partner using *langsamer/schneller* (see Unit 1, Section 4).
- Ask individual children to perform the action when you say a sentence with *Ich kann gut*.
- Teach the class some praise words, eg *toll/super/klasse!* (well done / super / cool!) to congratulate children on their mimes.
- Phonic focus: *ch*. Draw children's attention to the soft *ch* sound in *ich*. Explain how the sound is made by shaping the tongue while breathing out, with a slight smile. Ask children to practise saying *ich* in pairs. As a whole class, chant *Ich kann gut schwimmen*, etc, focusing on pronunciation.
- Play Hot Potato, with children sitting in a circle. Show children the word *ich* on a piece of paper. Wrap it round a ball/potato and pretend it is hot. The children must pass the word round the circle, barely touching it, at speed, as they say the word.
- Phonic focus: To practise the *ch* sound, introduce the children to *ich, mich, dich, sich*. Briefly discuss the meanings (I, myself, yourself, his/her/itself). Children repeat the four words, focusing on the *ch* sound. Play children the introduction to 'Ride of the Valkyries' by Wagner. Start singing *ich, mich, dich, sich* in time to the music. (This can be accompanied by clapping the beat of each word.) Start quietly and raise your voice as the music becomes louder. Repeat with the children.
- The children can sing this in rounds once they become more confident.
- Introduce the question *Kannst du gut schwimmen?* (Are you good at swimming?) to elicit *ja*. Repeat with other verbs.
- Phonic focus: Draw the children's attention to the *sch* sound at the beginning of *schwimmen*. Put fingers on lips when saying the beginning of the word and make a 'sssh' sound, as if telling someone to be quiet. Children then extend their answers to *Ja, ich kann gut schwimmen*.
- Extension: Model the sentence *Ich kann sehr gut schwimmen* with a thumbs-up gesture and ask children to guess what you are saying. Repeat with other verbs and encourage children to join in.
- Extension: Introduce the negative response by modelling *Nein, gar nicht*.
- Extension: Children practise the gestures, actions and responses. They can work in groups to act out short dialogues. Some children will benefit from support on the board.

- recognise and say some action verbs
- repeat words modelled by the teacher
- use physical response, mime and gesture to show they understand a sequence of language

- As an alternative to using picture flashcards, you can bring in clothing or other items to represent each action verb.
- Some children may respond to questions by simply making a gesture.
- Grammar point: Note that the adverb comes before the verb in German.
- Follow-up: Children can practise questions with a talk partner and/or family members at home.
- Link with literacy work: Children will have practised asking questions with a talk partner in year 2.
- Follow-up: Throughout the week, use the praise words when appropriate.
- Follow-up: Play Change the Word. One child leaves the room. The class agree on one familiar praise word. The child comes back in and gives a praise word of their choice. If this matches the class choice, they choose the next person to leave the room. If not, they have another turn.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Happy birthday

- to listen and respond to simple rhymes, songs and stories (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to make indirect or direct contact with the country/countries where the language is spoken (IU3.4)
- to use actions and rhymes, and play games to aid memorisation (LLS)

- Show a DVD clip or still image of birthday celebrations.
- Invite children to sing *Zum Geburtstag viel Glück* to the tune of 'Happy Birthday to You' (NB third line: *Zum Geburtstag lieber ... liebe ...* (masc/fem), eg *Zum Geburtstag lieber Matthew / liebe Rachel*. Children can sing in groups, listen to each other and give an evaluation using the praise words used in Section 1 (see also Unit 2, Section 1).
- Introduce the months of the year with picture flashcards plus a song, rhyme, DVD clip or story so that children can hear the words.
- Hold up cards of the phonemes highlighted so far: *au*, *ä*, *ie* and *ei*. Practise these with actions chosen by the children. Say the months of the year. Tell the children that there is one month with *ä* (*März*) and one with *au* (*August*). Children give an action for each sound when they hear it.
- Write the months of the year on the board. Stick the phoneme cards onto the bottom of the board. Can the children match the cards to the months?
- Say the months of the year again and group children into birthday months.
- Each birthday group practises saying their month by chanting it softly.
- Ask each group to sit down / stand up as you call out their month.
- Model the mime for the phoneme *ei* (point to your eye). Write *mein* on the board. Ask the children to work with a partner and sound out the word.
- Model the phrase *Mein Geburtstag ist im Januar* (My birthday is in January) and children repeat. Each birthday group then uses the phrase to chorus *Mein Geburtstag ist im ...*
- Hold up flashcards for the months in random order and the relevant group says their sentence.

- join in with a simple song
- recognise their birthday month when they hear it
- chorus, in groups, their birthday month

- Children are not expected to memorise all the months of the year at this stage.
- Provide less confident children with a picture flashcard of their birthday month, so that they can hold this up when their month is called.
- Follow-up: Some children or parents may sing the birthday song in other languages spoken by children in the class.
- Follow-up: In literacy, compare and contrast the months in written form to look for patterns.
- Follow-up: Children illustrate a picture for each month to be displayed in class or shown during a video conference.
- Follow-up: Children can make birthday cards and copy *Herzlichen Glückwunsch zum Geburtstag*.
- Follow-up: Investigate name days and their place within other cultures. You could use the internet to find information about name days in German-speaking countries. Alternatively, children could use a digital content provider to find out about such celebrations.
- Follow-up: Award German birthday stickers to children with a birthday and sing *Zum Geburtstag viel Glück*. Ask the child *Wie alt bist du?*

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Party games

- to make links between some phonemes, rhymes and spellings and read aloud familiar words (O3.2)
- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to recognise some familiar words in written form (L3.1)
- to imitate pronunciation (KAL)
- to play games to help remember (LLS)

- Revise birthday months and *Mein Geburtstag ist im ...*
- Phonic focus: *ch*. Ask children to model making an accurate *ch* sound. Show children the phrase *Herzlichen Glückwunsch*. Revisit the *sch* sound with a mime (fingers on lips). Explain that, when there is an *s* in front of the *ch*, it sounds like the English *sh*. Practise saying *Herzlichen Glückwunsch zum Geburtstag* (Best wishes on your birthday). When the children hear the *sch* sound they should put their fingers on their lips.
- Explain to the children that they are going to play some party games in German.
- Quickly revise the infinitives from Section 1, with the mimes.
- Play Musical Statues using verbs from Section 1. Call out a sentence, eg *Ich kann gut schwimmen*. Play the music and, when it stops, the children freeze as a statue to show the verb.
- Play the game again and, when you call out a sentence, show a large text card at the same time.
- Play Stations by placing the text cards around the room. Read them out to the children as you stick them on the walls. Play the music. When it stops, children choose one of the cards to stand next to. Using a second, smaller set of cards, ask a child to choose one and read it out. All children standing next to that text card are out.
- Play Stations with the phonemes introduced so far. Place phoneme cards around the room: *au, ä, ie, ei, ch, sch*. When the children hear the phoneme, they must point to the appropriate card.
- Extension: Children can be challenged further by identifying phonemes in words and pointing to the correct phoneme card.
- Play Pass the Parcel. Put the small text cards in a feely bag and play some music. Children (sitting in a circle) pass the bag around and, when the music stops, the child with the bag pulls out a card, reads it out and chooses another child to mime the action.

- understand and take part in a simple party game
- understand and respond to simple words and sentences in the written form
- read aloud familiar words

- The party games are best played in the hall or a large space.
- When playing games, encourage children to use spontaneous language such as *Ich bin / Du bist draus* (I am / you are out), *Ich bin / Du bist dran* (It's my/your turn) and *Ich habe / Wir haben gewonnen* (I/We have won). It is helpful if these phrases are on display in the classroom and referred to regularly. Reward attempts at spontaneous speech by giving children points or stickers.
- When placing text cards around the room in Stations, ensure that these are placed high up, so that they can be easily seen and not obscured by children standing in front of them.
- Follow-up: Throughout the week, play Pass the Parcel and ensure that, as far as possible, every child is chosen.
- Follow-up: Invite native speakers or foreign language assistants to talk about children's birthday celebrations in their country. Use a digital content provider to access information and video clips about birthday celebrations in other countries.
- Follow-up: Label picture flashcards for a display.
- Follow-up: Create new pages in the class word bank (see Unit 1, Section 2) for *ch* and *sch*.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Come to my party

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to experiment with the writing of simple words (L3.3)
- to compare new words with known words in English or another language (LLS)

- Revise the verbs introduced so far with a flashcard game. Introduce *Wir werden* (We will) and practise with the infinitives from Section 1, eg *Wir werden tanzen* (We will dance).
- For further consolidation, play *Lotto* (Bingo).
- Explain that children will be creating a party invitation. Using a writing frame on the interactive whiteboard, model how to complete the invitation. Ask children to copy *Ich bin 8 Jahre alt* for the front of the invitation and include the date of the party. They can also add in their name. Some children will find it helpful to have spellings on the board.

<p><i>Komm zu meiner Party!</i></p> <p>Name:</p> <p>Datum:</p> <p><i>Wir werden ...</i></p>
---

- Extension: Children hide their invitations from each other and then guess the activity they think their partner will be doing at his/her party, eg *Wir werden schwimmen*.
- Extension: Using the picture flashcards of verbs as prompts, see how many sentences, such as *Ich kann gut schwimmen*, some children can write from memory. Children may also use a whiteboard screen to drag pictures into a grid and read out the sentences they have constructed.

- copy words and simple sentences accurately
- complete simple details on a party invitation

- Play *Lotto* (Bingo) by asking children to choose three of the verbs and quickly draw pictures to represent them on a mini-whiteboard. You call out sentences, eg *Wir werden tanzen*, saying each one two or three times. Children cross out the picture if you say one of their verbs. The first one to call out *Lotto!* when all three of their pictures have been marked off is the winner. To check, the child reads back the three verbs to you in German. The class congratulate the winner. In the next round, the winner can be the caller.
- Write a date for children to copy, for example *am 10. Januar*. Note that a full stop follows the number in the date and is the equivalent of the English *-th*.
- Follow-up: Decorate the party invitations.
- Follow-up: Create a party invitation in German using ICT. Alternatively, download electronic greetings cards from the internet and model with the children how to complete them.
- Follow-up: Throughout the week, children read their invitations to the class.
- Follow-up: Revise the verbs by playing games.

## Section 5. Sports day

- to recognise and respond to sound patterns and words (O3.2)
- to perform simple communicative tasks using single words and short sentences (O3.3)
- to hear main word classes (KAL)
- to engage in turn taking (KAL)
- to use a physical response (LLS)

- Remind children that *Ich kann* means 'I can'.
- By doing the actions, introduce some verbs connected to sports day activities, eg *Ich kann + springen, rennen, seilspringen, werfen, fangen*. For each new verb, children devise their own mime. You say a verb and children mime it, and vice versa.
- Perform a Mexican Wave to practise pronunciation.
- Play *Simon sagt* with the new verbs.
- Extension: Children express their opinions to each other using *Ich kann gut ...*
- In the hall, introduce a selection of sports day activities. For example:
  - simple running races.
  - standing long jump
  - throwing and catching a ball up to 20 times without dropping it, counting in German. They can do this in pairs or alone, bouncing the ball against a wall. The numbers may need to be displayed in the hall for support
  - skipping up to 20 jumps, counting in German.
- Introduce the phrase *Auf die Plätze, fertig, los!* (Ready, steady, go!)

- understand a wider range of verbs
- use familiar praise words appropriately
- recall and pronounce well some of the newly learnt words

- In a Mexican Wave, children take turns in echoing you, saying the key word or phrase and combining this with a physical action, such as standing up or waving their arms in the air. You can vary the speed, voice tone or pitch with each round.
- Follow-up: Create an activity circuit where children have to jump five times, skip with a rope three times, throw and catch a ball four times, etc. Give the instructions and encourage children to do the counting in German. Children can praise each other in German.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. We are the champions

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to experiment with the writing of simple words (L3.3)
- to ask someone to clarify or repeat (LLS)
- to compare new words with known words in English or another language (LLS)

- Set up the same activities as in Section 5. Revise the response *Ich kann rennen*. Children chorus this. Repeat with the other verbs.
- Explain that, in German, if you want to ask permission to do an activity, you can do so by making your sentence into a question by swapping the *ich* and *kann* around, as in English. It is polite to add *bitte*. Practise this, eg *Kann ich bitte rennen?* (Can I run please?), also indicating that you are asking a question through your body language and facial expression. Repeat with the other verbs, with children choring.
- In pairs, children decide on which activity they would like to ask to do and practise their response.
- Introduce the question *Was willst du machen?* (What do you want to do?) Ask this to some individual children, to elicit responses such as *Kann ich bitte springen?* Less confident children could simply show a picture card in response to the question *Was willst du machen?*
- Ask children to sit by their chosen activity and ask some individual children in turn *Was willst du machen?* to elicit the response *Kann ich bitte ...?*
- Each group in turn carries out their activity while the rest of the class encourage with praise words, eg *Das war ...* (That was ...)
- If there are winners from each group, they are congratulated by the class with *Du bist klasse/super usw.*
- Using a model, children then write a sentence using the construction *Ich kann* + infinitive and *Ich bin super/klasse usw.* to label a drawing of themselves running, skipping, etc.
- Extension: Children make themselves a certificate of achievement including their name, *Ich kann ...* + an activity and a phrase, such as *Ich bin super!*
- Extension: Some children may be encouraged to ask permission to do things, such as *Kann ich auf die Toilette gehen / essen / das Fenster aufmachen?* (Can I please go to the toilet / eat / open the window?)

- understand the question *Was willst du machen?*
- reply to the above question using the structure *Kann ich bitte ...?*
- ask for permission to do something using the structure *Kann ich bitte...?*
- copy familiar sentences with accuracy

- Follow-up: Finish labelled drawings and use them to create a celebration display.
- Link with literacy work: Children should be familiar with writing captions and labels from their own year 1 work, when they composed and wrote simple sentences including captions and labels.

## End-of-unit activities

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

- With a digital camera, children take photographs of each other doing some of the activities covered in this unit. They use these to prepare a short presentation about the things they do well.
- Extension: Children could write about each other, eg *Tom kann gut springen. Tom ist super!*

- use German for real purposes, to introduce themselves in oral and written form

- If the school has handheld video cameras or handheld learning devices such as PDAs, the children could record each other and save their work onto their secure area on the learning platform as evidence of their progress and to celebrate with parents and relatives.
- If the school has a German-speaking partner school, the information could be shared through email.