

Language

Core language

<i>mein(e)</i>	my
<i>sein(e)</i>	his/its
<i>ihr(e)</i>	her
<i>ist/sind</i>	is/are
<i>die Farben</i>	the colours
<i>rot</i>	red
<i>blau</i>	blue
<i>gelb</i>	yellow
<i>grün</i>	green
<i>violett/lila</i>	violet
<i>orange</i>	orange
<i>rosa</i>	pink
<i>braun</i>	brown
<i>schwarz</i>	black
<i>weiß</i>	white
<i>Er/Sie ist ...</i>	He/She is ...
<i>groß</i>	big, tall
<i>klein</i>	small

Additional language for this unit

<i>der Körper</i>	body
<i>der Kopf</i>	head
<i>das Gesicht</i>	face
<i>die Haare (plural)</i>	hair
<i>das Auge</i>	eye
<i>die Augen (plural)</i>	eyes
<i>die Ohren (plural)</i>	ears
<i>der Mund</i>	mouth
<i>die Nase</i>	nose
<i>die Arme (plural)</i>	arms
<i>die Beine (plural)</i>	legs
<i>die Füße (plural)</i>	feet
<i>die Finger (plural)</i>	fingers
<i>die Schulter</i>	shoulder
<i>die Knie</i>	knee
<i>der Zeh</i>	toe

Additional language for teachers

<i>Singt/Sing</i>	Sing (plural/singular)
<i>Schreibt/Schreib</i>	Write (plural/singular)
<i>Stellt euch in der richtigen Reihenfolge auf</i>	Put yourselves in the right order
<i>Lest/Lies</i>	Read (plural/singular)
<i>Werfe/Wirf den Würfel</i>	Throw (plural/singular) the dice
<i>Ist es ... oder ...?</i>	Is it ... or ...?
<i>Wer hat das Monster fertig gemacht?</i>	Who has finished their monster?
<i>Welche Farbe haben/hat ...?</i>	What colour are/is ...?
<i>Wir wiederholen ...</i>	We're going to revise ...
<i>die Körperteile</i>	parts of the body
<i>die Körperteile und die Gesichtsteile</i>	parts of the head and face
<i>Wir machen ein Monster</i>	We're making a monster
<i>Spielen wir! / Lasst uns spielen!</i>	Let's play!
<i>Ihr seid dran! / Du bist dran!</i>	It's your turn! (plural/singular)

Unit 4 Porträts (Portraits)

About the unit

In this unit children learn the names for main parts of the body, colours and adjectives to describe size. They ask and answer questions about physical appearance.

Where the unit fits in

Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links and of question forms.

Prior learning

It is helpful if children already know:

- how to play Battleships and Chinese Whispers
- *mein(e)* (see Unit 1).

New language

- Making simple statements (about appearance)
- Giving a simple description (of a person)
- Plural nouns
- Pronouns: *er* and *sie*
- *sein: ist/sind*
- Possessive adjectives: *sein(e)* and *ihr(e)*
- Phonic focus: *ö* and *ü*

Resources

- Picture flashcards or interactive whiteboard images to show body parts (see Section 1)
- Modelling clay
- *Umlaut* card
- Large colour cards and children's individual colour cards (see Section 2)
- Multi-link cubes
- Real or toy microphone
- Phoneme cards
- Portraits by well-known artists
- Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see Section 3)
- Grids and images for the Draw the Face Battleships game (see Section 3)
- Mini-whiteboards
- Story involving colours and/or body parts (see Section 4)
- Dice
- Large sheets of sugar paper
- Two colourful wigs
- Digital portraits of teacher and children copied onto A4 sheets

Links with other subjects

Primary framework for literacy: speak clearly and audibly with confidence (foundation stage); listen to others in class, ask relevant questions and follow instructions (year 2); actively include and respond to all members of the group; experiment with and build stores of words to communicate in different contexts; apply phonic knowledge and skills as a prime approach to reading and spelling (year 1)

Primary framework for mathematics: read and plot coordinates in the first quadrant

ICT: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information; share and exchange information in a variety of forms, including email

Music: sing songs in unison; improvise

Art and design: record from experience and imagination, first-hand observation; explore a range of starting points, ie themselves

Expectations

At the end of this unit

most children will:

develop their understanding of the way sounds are represented in writing; copy accurately in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features

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

understand and respond to simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy or label using single words or short phrases

some children will have progressed further and will:

ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Body parts</p> <ul style="list-style-type: none"> to listen and respond to simple songs (O3.1) to recognise and respond to sound patterns and words (O3.2) to perform simple communicative tasks using simple words, phrases and short sentences (O3.3) to use gestures to show they understand (LLS) 	<ul style="list-style-type: none"> Reinforce <i>Wir werden</i> (see Unit 3, Section 4) and see if the class can guess what they will be doing in this lesson. Use mimes, flashcards or presentation software to provide them with options such as <i>Wir werden lesen/springen/rennen/singen/schwimmen</i>. Children offer ideas. Reveal the correct answer: <i>Wir werden singen</i>. Children listen to the 'Heads, Shoulders, Knees and Toes' song in German. Do they recognise it? Sing or play the song again, this time with the actions. Children sing the song in two groups and perform to each other. The other group evaluates, using <i>Das war prima / so lala</i>, and so on (see Unit 2, Section 1). Teach vocabulary of body parts used in the song by using picture flashcards. Encourage children to practise pronunciation by repeating after you. The previous activity introduces some plural nouns (<i>Augen, Ohren</i>). This is a difficult aspect of German. You can simply teach these as vocabulary items here, but it is an opportunity to ask children to compare with English. Children listen to the song again and fill in the gaps by pointing to the appropriate body part. They listen to it again and this time supply the German words for the missing body parts. Play <i>Simon sagt</i> to reinforce key vocabulary. Children may respond with a gesture and take turns to be the caller. Accept a physical response from those not ready to respond verbally. Phonic focus: Introduce ö. Children sit in a circle. Write <i>Körper</i> (body) in modelling clay in the middle of the circle. Children listen to the pronunciation without the <i>Umlaut</i>. Place an <i>Umlaut</i> card over the 'o', to form the phoneme ö. Literally squash the 'o' to demonstrate what happens to the sound when an <i>Umlaut</i> is present. 	<ul style="list-style-type: none"> listen with care identify specific words respond to instructions and indicate understanding 	<ul style="list-style-type: none"> This is the German version of the song (the tune and actions are the same): <i>Kopf und Schulter, Knie und Zeh, Knie und Zeh Kopf und Schulter, Knie und Zeh, Knie und Zeh Und Augen, Ohren, Nase und Mund Kopf und Schulter, Knie und Zeh, Knie und Zeh.</i> Grammar note: In the German version of the song, <i>Knie</i> and <i>Zeh</i> are singular nouns whereas in the English we sing 'knees and toes'. Some other plural nouns were introduced in Unit 2: <i>Hühner, Schafe, Schweine</i> and <i>Ziegen</i>. You can start to build up a word bank of different plural nouns. Follow-up: Make a class display of a body with labelled parts and give it a German name. Follow-up: Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or 'Happy Birthday to You'. Record the song on a cassette recorder or MP3 player and play to another class. Follow-up: Throughout the week, sing the song and play <i>Simon sagt</i> to reinforce key vocabulary. Follow-up: Create a new page in the class word bank for words with ö.
<p>Section 2. Colours</p> <ul style="list-style-type: none"> to listen and respond to simple songs (O3.1) to recognise and respond to sound patterns and words (O3.2) to perform simple communicative tasks using single words, phrases and short sentences (O3.3) to use gestures to show they understand (LLS) 	<ul style="list-style-type: none"> Teach names of primary and secondary colours (approximately six as a starting point). Try games such as <i>Zeigt mir</i>, where children show you the colour card that you have asked for, and Colour Bingo or <i>Obstsalat</i> (see 'Points to note'). Phonic focus: ü. Show children the word <i>grün</i> (green). Ask them what the two dots over the <i>u</i> are called (<i>Umlaut</i>). The children work with their partner and discuss how the <i>Umlaut</i> affects the vowel (it flattens it). They feed back their ideas. Mouth the word <i>grün</i> to the children. Play Pass the Mic. Start by saying <i>grün</i> into a microphone, then pass it round the class and children repeat the word. These exchanges can be recorded and played back to the class in order to focus on pronunciation. Sing <i>Ich kenne die Farben</i> (I know the colours) to the tune of 'I Can Sing a Rainbow', using the key colour vocabulary. This could be sung as a round (see 'Points to note'). Play a colour listening game. Children listen to a repeated sequence of colours, eg <i>blau, rot</i> and <i>grün</i> and place multi-link cubes in the same sequence on their tables. Invite individual children to say the colour sequence aloud. Create a human 'colour line'. Give individual children coloured cards and ask them to form into a line according to your instructions. Extension: Draw four or five colour sequences on the board and read one of them out. Children work out which is the one that you have said. Extension: Challenge children in pairs to produce their own sequences for the class to identify. Extension: Repeat the above activity, this time with written colours. Extension: Make 'sets' of children in the class according to eye colour and/or hair colour. Phonic focus: Revise phonemes introduced so far. Play <i>Schnell Schnell!</i> (Quick Quick!) Stick the phoneme cards up on the board: <i>ä, au, ie, ei, ch, sch, ö</i> and <i>ü</i>. Split the class into two teams. Invite two members of the class to come up to the front, one from each team. Another child then shouts out a colour, eg <i>Blau</i>, and the first child to grab the corresponding phoneme card (ie <i>au</i>) wins a point for the team. 	<ul style="list-style-type: none"> join in with a song repeat words modelled by the teacher use newly learnt vocabulary to join in a game 	<ul style="list-style-type: none"> To play <i>Obstsalat</i> (Fruit Salad): The children sit in a circle and are each given the name of a colour. The teacher calls out a colour and the children who were given that colour change places. When the teacher calls <i>Obstsalat</i> all the children change places. Link with literacy work: The fifth activity links to listening with sustained concentration and building new stores of words in different contexts (year 1). Words to the song <i>Ich kenne die Farben</i>: <i>Rot und gelb, rosa und grün Lila, orange und blau Ich kenne die Farben, die Farben Ja, schau doch mal!</i> Follow-up: Throughout the week, sing the song and play the colour listening game. Pass the Mic is a useful game for practising songs and rhymes. Play <i>Zeigt mir</i>, eg <i>Zeigt mir etwas Blaues/Rotes usw.</i> The game of <i>Schnell, Schnell!</i> can also be played to consolidate vocabulary. Follow-up: Create a new page in the class word bank for words with ü.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Drawing a face

- to recognise and respond to sound patterns and 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 recognise how sounds are represented in written form (KAL)
 - to identify specific sounds, phonemes and words (KAL)
- Use portraits by well-known artists to revise orally the parts of the head and face learnt in Section 1.
 - Introduce the written words for the parts of the face and head.
 - Display picture flashcards or interactive whiteboard images and play a game where children match pictures to text.
 - Play *Zeigt auf das Bild* (Point to the Picture). Pictures of parts of the head and face are displayed on the board. The class is divided into two teams. One child from each team stands at the board and, when you show the written word, the children race to point at the corresponding picture.
 - Allow children opportunities to listen, look and say the singular and plural forms of parts of the head, face and body.
 - Extension: There is a popular German poem to accompany the drawing of a jumping jack or puppet's face (see 'Points to note'). Children can learn this off by heart.
 - Revise or introduce numbers to five in German. Reinforce with flashcard matching games.
 - Play the Draw the Face Battleships game with the class divided into two teams.
 - Extension: Play the battleship game in pairs or small groups.
 - Extension: Phonic focus – children play phoneme snap. One child has a set of phoneme cards and the other a set of words which include a range of phonemes. When a phoneme is put down (eg *ie*) next to a word containing that sound (eg *vier*), the first child to say *zwei zusammen* (two together) wins.

- use newly learnt vocabulary to join in a game

- Using *Wir werden*, children can guess what they will be doing in the lesson. The answer in this case could be *Deutsch lernen*, as this introduces a new infinitive which sounds like the English verb. This routine could now be built into the start of future lessons.
- This is a simplified version of a poem that can be said as you draw the face of a jumping jack or puppet:

*Punkt, Punkt, Komma, Strich,
Augen, Nase, Angesicht.
Mit zwei kleinen Ohren dran
Fertig ist der Hampelmann!*

(Dot, dot, comma, line
Eyes, nose, face
With two little ears added
The puppet is ready!)

- To make the Draw the Face Battleships game:
 - You have a copy of Grid A which has numbers 1–5 on the horizontal axis and the names of five colours written on the vertical axis. Some of the blank squares of the grid are filled with an image of part of the head or face (eg mouth, nose, ear, etc).
 - In addition, you have separate images of the same parts of the head or face on individual pieces of paper.
 - A blank grid is displayed on the board.
 - The children have mini-whiteboards on which they draw the outline of a head.
 - Invite individuals to give the 'address' of one of the squares by saying the number (horizontal axis first) then the colour (vertical axis second). If an address is given where there is a part of the head or face, place the corresponding image in the appropriate square on the grid on the board.
 - The children can draw that part of the head or face on their mini-whiteboard.
- For children who have difficulty drawing, provide pictures of features that can be stuck onto an outline of a head for the battleships game.
- Follow-up: Throughout the week, play Noughts and Crosses with numbers and/or body parts. Play Kim's Game with flashcards of body parts.
- Follow-up: Make your own alien from a variety of materials and label the body and face parts that have been learnt in German.

Section 4. Monsters

- to listen and respond to a simple story (O3.1)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to hear main word classes (KAL)
 - to use a physical response and play games to help remember (LLS)
- Play *Wiederholt wenn es richtig ist* (Repeat if it's Correct). Hold up a picture card or point to a part of the body and name it. If you give the correct name, the children repeat it. If you deliberately give the wrong name, they must remain silent. Stress the three articles *der/die/das*.
 - Read a story with a focus on either colours or body parts. Children can listen and respond by pointing to parts of the body or holding up colour cards as they are mentioned.
 - Children listen to the story again and chorus familiar language.
 - Divide the class into two teams to play *Wir machen ein Monster* (Monster Beetle, or We're Making a Monster if translated literally). This activity introduces some more plural nouns: *Arme, Beine* and *Füße*.
 - Extension: Children design their own monsters and label body parts and colours in German.
 - Extension: Children play the beetle game in pairs or small groups.

- listen with care
- identify and read simple words and phrases
- follow a simple story
- read and understand familiar words
- read familiar words aloud
- are aware that German has three definite articles, eg *der Kopf ist rot, die Nase ist gelb, das Auge ist grün, die Beine sind schwarz*

- To play *Wir machen ein Monster*:
 - You need one die to generate a number that represents a labelled part of the body or head.
 - You need a second die to generate a number that represents a labelled colour.
 - You need a large sheet of sugar paper for each team on which they draw their monster.
 - Children in each team take turns to throw the two dice. They have to read aloud the part of the body or head and the colour. They draw this onto their team's monster.
 - The first team to draw a complete monster with a previously agreed set of body parts and features is the winner, for example, *sein Mund ist grün, seine Nase ist grün, seine Arme sind blau, seine Beine sind rot usw.* Expressing the body parts in this way avoids the need for adjectival endings.
- Follow-up: Throughout the week, children can enjoy listening to and joining in with the story.
- Follow-up: Using painting software, children can design a monster and label parts, combining text and graphics. Alternatively, use a digital content provider to perform the same activity. Some such providers are accessible at home or in a public library.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Guess who?

- to listen and respond to a simple song (O3.1)
 - to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to make indirect or direct contact with a country where the language is spoken (IU3.4)
 - to identify specific sounds (KAL)
 - to recognise that some words occur both in English and the language being learnt, although they may sound different (KAL)
- Children listen to and join in with the song *Hokus Pokus* ('Hokey Cokey'). Children make an action to show the part of the body in each verse.
 - Check their understanding by asking *Wie sagt man...auf Englisch?*
 - Using a picture of a monster with body parts of different colours (this could be one of those designed in Section 4), describe its features, introducing *Sein/Seine ... ist/sind ...* For example, *Sein Kopf ist schwarz, seine Augen sind gelb* (Its head is black, its eyes are yellow). Describe other features in the same way.
 - Ask the children to compare and discuss the use of *ist/sind*. Describe other pictures of monsters.
 - Extension: Ask children to compare and discuss the use of *sein* and *seine*. Here, *seine* is used for plurals with the sole exception of *seine Nase*.
 - Ask the children to complete sentences started by you, eg *Sein ... ist ...* and *Seine ... sind ...* (the children select a feature and a colour to complete the sentence).
 - Select two boys or two girls to come to the front. Describe the hair and eye colour of a child with brown or black hair, using *Seine Haare sind ...* (for a boy) and *Ihre Haare sind ...* (for a girl).
 - Then describe a child who has blonde hair. How did the class work out which child was being described? Elicit recognition of the cognates *Haare, braun, blond*.
 - Extension: Ask children to discuss and compare the use of *sein(e)* and *ihr(e)*.
 - Play Guess Who? by inviting six to eight children to the front of the class and describing one of them. Using gesture, bring in some additional language such as *Er/Sie ist groß/klein*. The children guess the identity using *Ist es ...?*
 - Model this a few times and then ask confident children to lead the game. Allow some children to use labelled prompt cards for support.
 - Use pictures/portraits of famous German people past and present to reinforce describing physical features.

- listen with care
- remember a sequence of spoken words and indicate understanding

- This is a version of 'Hokey Cokey' in German:

*Die linke Hand rein,
Die linke Hand raus,
Rein raus rein raus,
Schüttelt sie herum.*

*Wir tanzen und wir singen,
Und wir drehen uns um.
Das ist ein schönes Lied!*

*Woa-Ooa Hokus Pokus!
Woa-Ooa Hokus Pokus!
Woa-Ooa Hokus Pokus!*

Das ist ein schönes Lied!

*Das linke Bein rein,
Das linke Bein raus,
Rein raus rein raus,
Schüttelt es herum.*

*Wir tanzen und wir singen,
Und wir drehen uns um.
Das ist ein schönes Lied!*

*Woa-Ooa Hokus Pokus!
Woa-Ooa Hokus Pokus!
Woa-Ooa Hokus Pokus!*

Das ist ein schönes Lied!

*Den Körper rein,
Den Körper raus,
Rein raus rein raus,
Schüttelt ihn herum.*

*Wir tanzen und wir singen,
Und wir drehen uns um.
Das ist ein schönes Lied!*

*Woa-Ooa Hokus Pokus!
Woa-Ooa Hokus Pokus!
Woa-Ooa Hokus Pokus!*

Das ist ein schönes Lied!

(Some children may notice and enquire here about *die, das, den* and *sie, es, ihn*.)

- Follow-up: In the hall, sing the song and invite children to do the actions.
- Follow-up: Throughout the week, sing the song.

Learning objectives

Children should learn

Possible teaching activities

Learning outcomes

Children

Points to note

Section 6. My portrait

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| <ul style="list-style-type: none"> • 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 experiment with the writing of simple words (L3.3) | <ul style="list-style-type: none"> • Play <i>Stille Post</i> (Chinese Whispers) to build a portrait. Organise children into lines, in teams of about six. Give the last child in each team the first sentence of a written description of a facial feature, face down, eg <i>Seine Haare sind braun</i> (His hair is brown). On a given signal, the children turn over their phrase and whisper it to the next child in line. The phrase is passed along the team to the child at the front, who selects the correct picture and sticks it on an outline of a face or just on a board. The game continues until the portrait is complete. • Model writing your description as you say it aloud, eg <i>Hallo, ich heiÙe ... Meine Augen sind blau usw.</i> Did the children notice <i>Mein/Meine</i>? Draw their attention to this. (They may remember this from Unit 1, Section 4 – <i>mein Bruder, meine Schwester.</i>) Compare with <i>sein/seine</i> and <i>ihr/ihre</i>. • Ask the children to suggest a new hair colour. Using a black-and-white copy of your digital portrait on the interactive whiteboard or using felt tip pens, colour the hair and write the appropriate sentence. The children continue to suggest alternative colours for eyes and mouth. • Children use the model to create colourful self-portraits using black-and-white A4 copies of their digital portraits. Using a phrase bank, children write simple descriptions of themselves. Some children may benefit from a personal vocabulary bank to cut up and stick onto their portrait. • Extension: Some children can experiment with writing vocabulary for facial features from memory. • Extension: Insert a digital image of a child or famous person into the electronic whiteboard. Draw around the image with the whiteboard pen and then delete the original image to reveal the ‘pen portrait’, whose features may then be enhanced with the whiteboard pen and printed out, together with a simple description. | <ul style="list-style-type: none"> • recall and pronounce up to six colours accurately • understand and pronounce vocabulary for parts of the face and head accurately • label parts of the face and head accurately | <ul style="list-style-type: none"> • Ensure mixed-ability teams for <i>Stille Post</i>. Place less confident children at the end of the team with a partner, to select the appropriate pictures. • Follow-up: Explore portraits virtually in the National Portrait Gallery via their website: www.npg.org.uk/live/search |
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Learning objectives

Children should learn

Possible teaching activities

End-of-unit activities

Learning outcomes

Children

Points to note

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

- Children present their portraits and descriptions.
- Build a display of children's colourful portraits. The display can then be used for a Guess Who? game.

- have fun using German for real purposes

- Children can use ICT to record, display and, if appropriate, send information.
- Link with literacy work: This work links to making choices about which ICT programs to select when presenting texts.
- If they did the first follow-up activity in Section 1, children could update their labelled display of a body.