

Language

Core language

<i>Schaut/Schau mal</i>	Look (plural/singular)
<i>Wiederholt/Wiederhole</i>	Repeat
<i>Hört/Hör zu</i>	Listen

<i>vierzig</i>	40
<i>fünfzig</i>	50
<i>sechzig</i>	60
<i>siebzig</i>	70
<i>achtzig</i>	80
<i>neunzig</i>	90
<i>hundert</i>	100

<i>jung</i>	young
<i>alt</i>	old
<i>schön</i>	beautiful
<i>hässlich</i>	ugly
<i>böse</i>	wicked
<i>nett</i>	kind
<i>groß</i>	big
<i>klein</i>	small

Additional language for this unit

<i>der Prinz</i>	the prince
<i>Dornröschen</i>	Sleeping Beauty
<i>die böse Fee</i>	the wicked fairy
<i>die Hecke</i>	the hedge
<i>Wach wieder auf</i>	Wake up again
<i>Schlaf hundert Jahr(e)</i>	Sleep for a hundred years (NB in the song, the normal plural ending -e has been omitted for stylistic reasons)

<i>Steht/Steh auf</i>	Stand up (plural/singular)
<i>Setzt euch / Setz dich</i>	Sit down (plural/singular)
<i>Meldet euch / Melde dich</i>	Put your hand(s) up
<i>Ruhe bitte</i>	Quiet please

Additional language for teachers

<i>Nimm dich ja in Acht!</i>	Watch out!
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Unit 9 Erzähl mir eine Geschichte! (Tell me a story!)

About the unit

In this unit children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and build simple sentences. The unit is based on a song that tells the story of Sleeping Beauty.

Where the unit fits in

As in Unit 8, children develop their confidence in speaking German, have the opportunity to perform to an audience and enjoy using the language creatively. They consolidate and extend their knowledge of numbers by counting in multiples of 10.

Prior learning

It is helpful if children already know:

- classroom instructions such as *Wiederholt* and *Hört zu*
- numbers 1–20
- Ich bin* and *er/sie ist*
- Das ist ...*

New language

- Instructions
- Numbers in multiples of 10 up to 100
- Imperatives: *ihr* form
- Adjectives: with and without endings
- Phonic focus: ö

Resources

- Sugar paper to make a story board
- Visuals to illustrate the characters in the simplified story of Sleeping Beauty
- Visuals to illustrate adjectives
- 'Stick' drawings to illustrate the *Dornröschen* song
- Blown-up copies of the *Dornröschen* song
- Props for characters
- Word number cards for multiples of 10 up to 100, in envelopes
- Number cards for multiples of 10 up to 100
- Digit fans
- 100 squares
- Rough paper for Strip Lotto
- Large set of word cards for modelling sentence building
- Envelopes with word cards for sentence building

Links with other subjects

Primary framework for literacy: engage with and respond to texts; use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; develop a range of personal strategies for learning new and irregular words; write consistently with neat, legible and joined handwriting; develop scripts based on improvisation; comment constructively on plays and performances, discussing effects and how they are achieved; tell stories effectively and convey detailed information coherently for listeners

Primary framework for mathematics: read and write two-digit and three-digit numbers in figures and words (year 2); identify patterns and relationships involving numbers or shapes, and use these to solve problems (year 3); identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples

Geography: use secondary sources of information

Expectations

At the end of this unit

most children will:

understand and use numbers in multiples of 10, up to 100; develop their understanding of the way sounds are represented in writing, sing a song from memory; write short sentences that contain an adjective

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

recognise numbers in multiples of 10, up to 100; refer to visual clues when singing a song; write single words or short phrases using a model

some children will have progressed further and will:

write and say phrases from memory, with clear pronunciation and meaning; produce extended descriptions in German using the correct forms of *sein*

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Sleeping Beauty

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- to compare traditional stories (IU4.3)
- to use mental associations to help remember words (LLS)
- to use context and previous knowledge to determine meaning and pronunciation (LLS)

- Ask children to retell the story of Sleeping Beauty (in English), in pairs. Feed back as a whole class. Create a story board on sugar paper or on the interactive whiteboard.
- Introduce some key language for retelling the story in German, eg *Dornröschen, der Königssohn, die böse Fee, die Hecke, wach wieder auf, schlaf hundert Jahr*. Try the following routine:
 - say the word or phrase as you display the picture and do an action
 - point to the pictures and children do the actions
 - children join in with actions and repeat the words. Some children will need more time and may focus on actions before producing the words
 - say a word and give an action. Children repeat only if they match
 - hide one or more of the pictures and ask children to give the action and say the word for the missing picture
 - say the word and children do the action
 - repeat, vice versa. Invite individual children to lead the game.
- It may help some children to look at the words and phrases with a teaching assistant before the session.
- Sing the *Dornröschen* song to the class. Children do the actions when they hear the key words and phrases.
- Repeat the song. Children join in with the actions and individual words if possible.
- Display a series of eight pictures with 'stick' drawings for each verse. Repeat the language from the song as you show each picture.
- Place the pictures in random order, numbered one to eight. Ask children to work with a partner to decide the correct sequence. They write the numbers on a mini-whiteboard.
- As a class, place the pictures in correct sequence. Repeat the language from the song as you refer to each picture.

- listen and respond to words and phrases with actions
- recognise and say key words in a song
- understand that stories from different cultures may be similar

- The story board created here can be used throughout the unit for contextual support.
- Text for the *Dornröschen* song (sung to the tune of 'There Was a Princess Long Ago', which you can find by using an internet search engine):

*Dornröschen war ein schönes Kind, schönes Kind, schönes Kind,
Dornröschen war ein schönes Kind, schönes Kind.
Dornröschen, nimm Dich ja in Acht!
Da kam die böse Fee herein.
Dornröschen schlaf hundert Jahr!
Da wuchs die Hecke riesengroß.
Da kam ein junger Königssohn.
Dornröschen wach wieder auf!
Da feiern sie ein großes Fest.*

(Sleeping Beauty was a beautiful child, etc.
Be careful Sleeping Beauty!
The wicked fairy came in.
Sleeping Beauty, sleep for 100 years!
The hedge grew huge.
Then along came a young prince
Sleeping Beauty, wake up again!
Then they have a big party.)

- Follow-up: Throughout the week, sing *Dornröschen* and practise the vocabulary with actions or pictures.
- Follow-up: Use an internet search engine to find out whether other traditional tales exist in German.
- Teachers may prefer to use a different traditional tale in German from the one suggested here.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Giving instructions

- to listen for sounds, rhyme and rhythm (O4.3)
- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- to apply phonic knowledge of language to support reading and writing (KAL)
- to discuss language learning and share ideas and experiences (LLS)

- Revise key words from the story of Sleeping Beauty and repeat the actions.
- Sing the *Dornröschen* song and children perform the actions. Some will be able to join in with the key words.
- Phonic focus: Display the words *Dornröschen, Königsson, böse, schönes*. Remind children of *Ich möchte* from the previous unit. Say the words and ask children to comment on any sound that is different from English. Focus on mouth shape and provide children with mirrors so that they can practise making the correct sound.
- Split the children into pairs. Give each pair a blown-up copy of the song. The children should then find as many ö phonemes as possible.
- Display the Austrian nonsense word: *Ödögödöckö!* Repeat the word a number of times and then encourage children to join in, taking care to reproduce the ö sound. When children are confident, repeat with increasing speed.
- Sing the following lyrics to the tune of 'Let's Call the Whole Thing Off'. Display the word *böse* for the children to refer to:

*Ich sage böse, du sagst böse,
Ich sage böse, du sagst böse,
Böse, böse, böse, böse,
Wer ist richtig?*

- Display the tongue-twister: *Klaus Knopf liebt Knödel, Klöße, Klöpse. Knödel, Klöße, Klöpse liebt Klaus Knopf.*
- Highlight where the ö sound occurs. Children join in and then practise saying the tongue twister with their partner.
- Play 'slow reveal' with words with the ö phoneme. Split the class into two teams. Put the words on the interactive whiteboard and slowly reveal each one, letter by letter. The children guess the words as soon as possible to score points for their team.
- Play *Wer spricht?* to practise the ö sound in German. Choose a child to come out to the front of the class. The child then stands with their back to the rest of the group. Pick another child to say a word, eg *schön*, in a disguised voice (you may need to help by whispering or showing a word). The child at the front must then turn round to face the class and guess who has spoken.
- Return to the actions and phrases from the *Dornröschen* song where a command is given, eg *Nimm dich ja in Acht* or *wach wieder auf*. Ask children what they think the phrase would be in English. Discuss ways of giving instructions and orders, and compare to English.
- Revise known classroom instructions and introduce any new ones from the list below:
 - *Wiederholt*
 - *Hört zu*
 - *Schaut mal*
 - *Steht auf*
 - *Setzt euch*
 - *Meldet euch*
 - *Ruhe.*
- Play *Simon sagt* with classroom instructions.
- Play *Geheimsignal* (Secret Signal). Choose one child to be the detective and send them out of the room. Have a display of classroom instructions on the board. Choose one child to be the signaller and give an agreed signal. The detective comes back in. The class begin to chant the first instruction and do the action. On the signal, they change to the next instruction and action on the list, and so on. The detective must guess who the signaller is.
- Extension: Children write out and illustrate or use ICT to display instructions in German. Children take photographs of each other performing the actions. They import the pictures into a word-processing program and add a caption.
- Extension: Give children some infinitives of verbs and ask them to create instructions, eg
 - *gehen – geht!*
 - *springen – springt!*
 - *spielen – spielt!*
 - *malen – malt!*

- hear the ö sound in German words and phrases
- understand and respond to classroom instructions in German
- understand that verbs change when giving an order in German

- Follow-up: A collection of tongue twisters in many different languages can be found at: <http://www.uebersetzung.at/twister>.
- Follow-up: Throughout the week, practise the tongue twisters.
- Follow-up: Build up a collection of words with the ö sound. Phonic clouds can be used to display these.
- Follow-up: Investigate tongue twisters in English or other languages spoken in the class.
- Link with literacy work: Children may have had experience of writing tongue twisters in year 4 in literacy.
- Grammar point: Note that the commands given in the *Dornröschen* song are in the familiar/singular (*du*) form (*schlaf, nimm, wach*). The commands that are introduced in this session are all in the plural (*ihr*) form because they address the whole class. If any children ask you about this, then give this simple explanation.
- Follow-up: Throughout the week, play *Simon sagt* when class are lining up, on the stairs, in the playground, etc.
- Link with literacy work: The extension activities link to literacy work on identifying the features of instructions and writing instructions in year 3.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Counting in multiples of 10 to 100

- to listen for sounds, rhyme and rhythm (O4.3)
 - to read and understand a range of familiar written phrases (L4.1)
 - to use mental associations to help remember words (LLS)
- Revise sequential numbers 1–31 by playing Number Ping-Pong where you ‘bat’ a number to the class and they ‘bat’ the following number back.
 - Repeat, with numbers in random order, backwards or adding on two, three, four, etc.
 - Sing the *Dornröschen* song and focus on the fourth verse, *Dornröschen schlaf hundert Jahr*. Ask children if they can remember or guess what *hundert Jahr* means. How did they work this out? Discuss strategies and highlight similarities to English.
 - Give pairs of children envelopes containing cards with multiples of 10 up to 60 written in German. They work together to put the cards in the correct order. You can tell them what is in the envelope before the task or ask them to work it out for themselves.
 - Children feed back on strategies they used to work on their task. Discuss which numbers were particularly difficult to work out.
 - Using cards with numbers on them, say each number and children repeat.
 - Display the numbers on the board, this time including 70, 80, 90 and 100, and point to them in random order. Say the word and children repeat. You may wish to clap the syllables to reinforce the words.
 - Say a number and hold up a card. Children repeat only if they match.
 - Play *Klopf-klopf* (Knock-Knock). Display the numbers on the board and split the class into two teams. Invite a child from each team to come to the board. Say a number and the first child to knock on the correct card wins a point for their team.
 - Use digit fans to play *Zeigt mir* (Show Me). Say a number. Children have 10 seconds to discuss in pairs and then show the number with their fans.
 - Extension: Give children addition or subtraction questions, eg $zehn + zehn = ?$
 $zwanzig - zehn = ?$
 - Some children will need to spend more time on the lower numbers before moving on to 70–100.
 - Display the written form of the numbers on the board. Do they notice any similarities or patterns between the words? Is this what they expected?
 - Go through the numbers orally. Children repeat and point to them on a 100 square.
 - Children work in pairs to find as many different ways as possible to make 50. They feed back their ideas, saying the numbers in German.
- can recognise multiples of 10 up to 100 in German
 - begin to understand how the German number system works
- Some children will need additional support to carry out the mathematics investigations in this unit. If you have made a number grid of zero to 39 as suggested in Unit 8, Section 3, alter it so that it has 10 columns and four rows. Rearrange the numbers zero to nine across the top row and 30 to 39 across the bottom row. Encourage children to see the relationship between the numbers in each column. Next, copy the grid and add six more rows, inserting the numbers 40 to 90 in the left-hand column. You can print out these slides and laminate them so that groups of children can use them for subsequent number activities.
 - As an alternative to teaching multiples of 10 up to 100 in one sequence, it may be more appropriate to spread this as a separate strand over a longer period of time.
 - Follow-up: Throughout the week, practise counting in tens up to 100 by playing Number Ping-Pong, *Lotto* or using a counting stick. Take opportunities to count in tens when going upstairs or during PE.
 - If using the interactive whiteboard idea suggested above for the extension activity, add screens to practise addition and subtraction. Children could use the laminated slides to help them work out the answers to questions presented on the board. Add further slides to show the written form of the numbers.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Descriptions

- to listen for sounds, rhyme and rhythm (O4.3)
- to write simple words and phrases using a model and some words from memory (L4.4)
- to recognise and apply simple agreements (KAL)
- to reinforce and extend recognition of word classes and understand their function (KAL)
- to sort words into categories (LLS)
- to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)

- Play a quick game to recap on multiples of 10 (see Section 3).
- Play Strip Lotto. Each child has a strip of paper divided into six sections. They write down any six multiples of 10 (between 10 and 100), one number per section. Call out numbers in random order and children rip off the number if they have it at either end of their strip. The child who is the first to hold only one number is the winner.
- Recap key words from the *Dornröschen* song. Do the actions and encourage children to say the words in German. Get them to say as much of the story as they can, in German or English.
- Sing the song, with actions.
- Show pictures of the characters (Sleeping Beauty, the wicked fairy and the prince). Ask children how they would describe them in English. Explain that they are going to be looking at adjectives in German.
- Show the phrase *der junge Königsson*. Ask children what they think it means. Then show them *Der Königsson ist jung*. Ask them what they think this means. Ask children to think about which word is the verb, which is the noun and which the adjective. Invite individual children to come up and highlight/underline the different word classes on the board.
- Display pictures/flashcards for the following pairs of adjectives (antonyms): *jung/alt*, *böse/nett*, *groß/klein*. Say words using gesture and expression to support meaning. Children repeat. Then say a word and make a gesture or point to a picture. Children repeat only if the two match.
- Play *Paare* (Pairs). Turn the cards over or hide the pictures and then slowly reveal one. The whole class says the adjective, eg *jung*. Ask for a volunteer to come and find its pair (*alt*). This can also be played as a team game for points.
- Introduce the phrase *Ich bin ...* Holding a card, or pointing to a picture and to yourself, say, for example, *Ich bin jung*. Repeat a few times and ask the class to say what they think it means.
- Practise as a whole class by pointing to different pictures and chorusing the phrase *Ich bin alt* while acting it out.
- Ask individual children to have a go at saying the phrase on their own, with actions.
- Children work with talk partners using the phrase *Ich bin ...* and the six adjectives. One child says a sentence, for example *Ich bin böse*, and their partner must then say the antonym in a sentence, eg *Ich bin nett*. They take it in turns to start. Some children will need picture or word cards or an illustrated word bank to support them in this activity.
- Display the adjectives on the board and give children a blank table to complete. Children write pairs of antonyms in the table, for example:

<i>böse</i>	<i>nett</i>
<i>groß</i>	<i>klein</i>
<i>jung</i>	<i>alt</i>

- Display the pictures/flashcards on the board, with the phrase *Ich bin ...* Model writing a sentence next to each picture in a speech bubble, eg *Ich bin nett*. Give children a worksheet showing the same pictures with speech bubbles and ask them to write sentences for each one.
- Extension: Children read out their sentences in different voices to reflect the characters.
- Extension: Children use a bilingual dictionary to find more pairs of antonyms.
- Extension: Children write extended sentences using *und*, eg *Ich bin nett und jung aber er ist ... und ...* (I am kind and young but he is ... and ...)

- respond to multiples of 10 and say them in chorus
- recognise adjectives and nouns in German
- understand that adjectives in German sometimes have an ending
- write simple sentences with support

- Follow-up: Throughout the week, play Strip Lotto at the end of the day.
- Follow-up: Children investigate how adjectives are used in English. Is it different from German? Do the endings change? This links to literacy work in year 3 where children compose sentences using adjectives, verbs and nouns for precision, clarity and impact.
- In the sixth activity, children should notice that the German word for 'young' changes (*jung, junge*). (In the song there is another form, *junger*.) Focus their attention on the fact that the different forms all have the same meaning.
- Grammar point: Adjectival agreement is a difficult aspect of German grammar. In the early stages of learning it is possible to avoid the need to add an ending by using adjectives only after the verb *sein*, eg *Dornröschen ist schön*, *der Königsson ist jung*, *meine Augen sind blau*, etc. At appropriate points you can start to introduce adjectives with an ending as vocabulary items, eg *die böse Fee*, *ein großes Fest*, *braune Haare*, etc.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Setting the scene

- to write simple words and phrases using a model and some words from memory (L4.4)
- to recognise and apply simple agreements (KAL)
- to reinforce and extend recognition of word classes and understand their function (KAL)
- to sort words into categories (LLS)
- to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)

- Display a picture from the *Dornröschen* story on the board and say a sentence to describe the character in it, eg *Dornröschen ist jung*. Ask children what they think it means. Point to yourself and say *Ich bin alt* then to *Dornröschen* and say *Dornröschen ist jung*. Display the two sentences and discuss the differences. What has changed and why?
- Display a colour-coded table with characters, verb and adjectives on the board such as the following:

<i>Dornröschen</i>	<i>ist</i>	<i>alt</i>
<i>Der Königssohn</i>		<i>jung</i>
<i>Die Fee</i>		<i>böse</i>
<i>Die Hecke</i>		<i>nett</i>
		<i>groß</i>
		<i>klein</i>

- Using large word cards, show how a sentence can be built up using a noun, verb and adjective, eg *Die Fee ist böse*. Ask children to work in pairs on whiteboards and build as many sentences as they can. Some children may prefer to build sentences using word cards rather than writing.
- Children work in pairs or groups and are given envelopes containing word cards. Use familiar nouns or cognates and adjectives from the previous session plus some cards showing *ist*. Give them a time limit to build at least three sentences and display them on their table.
- Explain to the class that they will be performing *Dornröschen* and that they will need to introduce the three characters to their audience before singing the song or presenting the dialogue.
- Use props (eg a sword and crown for the prince) to demonstrate: *Das ist der Königssohn*. *Der Königssohn ist ...* Elicit some adjectives from children to describe the prince. Repeat for the other characters.
- Give children pictures or a worksheet with illustrations of the main characters and elements of the story. They write sentences to describe these using the table to help them. Some children will need to work with a writing frame and word bank when constructing their sentences. For example, they may be asked only to insert an appropriate noun or adjective.
- Children use props to share their sentences with the rest of the class, eg *Das ist die Fee*. *Die Fee ist böse*.
- Extension: Introduce the word *sehr* (very) and show how it fits into the sentence, eg *Die Fee ist sehr böse*. Some children will be able to use *sehr* when constructing their sentences.

- recognise adjectives and nouns in German
- write simple sentences with support

- Encourage children to work in mixed-ability pairs or groups, or with a teaching assistant, when completing their written tasks.
- Follow-up: Children practise introducing each other using the new language and dramatic expression, eg *Das ist Shaun*. *Shaun ist groß*. *Das ist Melissa*. *Melissa ist nett!* Do this as part of a circle-time activity where the class discuss how important it is to be sensitive to the feelings of others.
- Link with literacy work: The third activity links to work on characterisation in year 4.
- Assessment for learning: Display the vocabulary on the whiteboard and model sentences for children. A first screen can display nouns and adjectives in colour in order to emphasise the relationship between words. A second screen can remove the colours in order to increase challenge and help children to see their progress. If the whiteboard has a screen recording function, the children can record themselves saying individual words as they move them on the screen to make sentences. Their actions and voices are recorded as a video sequence so that they and the teacher can evaluate knowledge, skills and understanding.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Tell me a story!

- to memorise and present a short spoken text (O4.1)
- to practise new language with friends (LLS)
- to plan and prepare for a language activity (LLS)

- Begin the lesson by referring to the *Dornröschen* song. This may be done by:
 - performing the actions for each verse and asking children to recall the words with the help of a prompt (which could be a key word for that verse)
 - asking children to perform the actions and recall the words together
 - showing a story board of pictures to be put in order
 - asking children to recall key words and phrases
 - asking children to recall the song and actions in pairs.
- Sing the song with the whole class performing the actions.
- Briefly draw attention to and revise the phonic focus of the ö sound.
- Practise giving the instructions used in the song.
- Divide children into groups of eight and ask them to select a role for themselves, eg a sleeping beauty, prince, wicked fairy, a hedge, four trees, as well as a narrator who will introduce the characters using the structure from the previous session, eg *Das ist die Fee. Die Fee ist böse*. You may wish to create other roles, for example a horse for the prince, a maid for Sleeping Beauty.
- In groups, children act out the story. It might be helpful to have a recording of the song playing in the background.
- Extension: Children add dialogue between the verses, such as greetings or exchanges of personal information.
- Extension: Experiment with ways of singing the song. For example, it may be done as a round.

- sing a German song and act out the story
- perform the story in front of an audience

- The routine for recapping the *Dornröschen* song can be adapted for any other song.
- Link with work in English: These activities link to drama work in year 3 and year 4 where children create roles to explore stories.
- Follow-up: Children offer feedback on their own performance using the 'Two Stars and a Wish' format, evaluating two things that went well and an area to improve.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

End-of-unit activities

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

- Give children an opportunity to rehearse their performance.
- Invite each group in turn to perform their song to the class.

- tell a story effectively
- perform in front of an audience

- Follow-up: perform the song as part of an assembly.
- Video-record the performance and share with other classes and partner schools.