FUTURE LEARNING

Future units build progressively on the understanding and use of numbers.

CORE VOCABULARY AND STRUCTURES

Hast du ein Haustier?	*jung*
Was hast du?	*alt*
Ich habe kein Haustier	*stark*
Ich habe:	*schwach*
einen (Gold) Fisch/Fische	*schön*
einen Hamster/Hamster	*hässlich*
einen Hund/Hunde	*schnell*
ein Kaninchen/Kaninchen	*langsam*
eine Katze/Katzen	*wild*
eine Maus/Mäuse	*lieb*
ein Meerschweinchen/	*hungrig*
Meerschweinchen	*durstig*
ein Pferd/Pferde	
eine Schildkröte/Schildkröten	*Ostern*
eine Schlange/Schlangen	*der Osterhase*
eine Spinne/Spinnen	*ein/das Osternest*
einen Vogel/Vögel	*ein Osterei/Ostereier*
gern haben eg Ich habe	*Schokolade*
Katzen gern, Ich habe	
Hunde nicht gern	*Wir machen eine Umfrage*
Mein Lieblingstier ist…	*Wer hat …?*
	Wer hat … gern?
zweiunddreißig	*Mach wie eine Katze! (singular)*
dreiunddreißig	*Macht wie eine Katze! (plural)*
vierunddreißig	*Wie viele …?*
fünfunddreißig	
sechsunddreißig	
siebenunddreißig	
achtunddreißig	
neununddreißig	
vierzig	
einundvierzig	

Unit 4   Die Tiere unserer Klasse

ABOUT THE UNIT

In this unit children learn to talk about pets and both the singular and plural of nouns. They learn numbers from 32 to 41. They learn a range of adjectives taught as opposites. Children answer questions about likes and dislikes and learn further vocabulary for festivals, including Easter. Knowledge acquired in previous units, including classroom instructions, the alphabet, numbers and personal information, is revised and consolidated.

WHERE THE UNIT FITS IN

Children learn and use vocabulary about pets, which extends their ability to understand and talk in greater detail about themselves. They consolidate knowledge and understanding of number work, spelling, question forms and the verb *haben*. Colours from unit 3 'Meine Familie' are revisited and applied in a new context. Classroom instructions are repeated and extended for children to take part in. They deepen their knowledge of festivals in the German-speaking parts of Europe.

PRIOR LEARNING

It is helpful if children already know:
- how to ask and answer questions using *haben*
- basic aural/oral pronunciation
- sounds/spelling patterns met in previous units
- numbers to 31, including written form
- colours

OUT-OF-SCHOOL LEARNING

Children could:
- practise saying and spelling new words with parents and peers using techniques taught in literacy
- look out for German-language words used in English, *eg Tiger, Zebra*
- make wordsearches and puzzles for other children to consolidate vocabulary, possibly using ICT
- sing the 'Animal song' with their families

NEW LANGUAGE CONTENT

- nouns for pets
- expressing a liking with *gern haben*
- numbers 32 to 41
- adjectives as opposites
- vocabulary for Easter

RESOURCES

- pictures or flashcards or cuddly toys
- word cards
- number cards
- number 'fans' and dice
- adjective flashcards, *eg jung/alt*
- information about Easter from books or the internet

LINKS WITH OTHER SUBJECTS

The number activities link with aspects of the numeracy strategy. The consolidation of the alphabet and work on sounds link with aspects of the literacy strategy, as do aspects of the grammar used with *haben* and the use of the indefinite article in describing pets. The song supports music, and learning about Easter reinforces aspects of citizenship.

EXPECTATIONS

At the end of this unit

most children will:	ask and answer questions about pets; understand and use numbers 32 to 41; communicate in German in groups and pairs when asking and answering simple questions about themselves; show understanding of the use of *haben*, and of the indefinite article; answer questions about preferences and develop their understanding of how sounds are represented in writing
some children will not have made so much progress and will:	understand and respond to simple questions with prompts or visual support; understand the names of pets; require encouragement and the repeating of questions for clarification; need considerable support with pronunciation
some children will have progressed further and will:	say and write phrases from memory, with clear pronunciation and meaning; begin to identify and apply simple aspects of grammar in new contexts; use the number patterns with confidence and flexibility; use words like *kein/keine* correctly and use the correct indefinite article in talking about their pets, *eg Ich habe eine Katze und einen Hund*; use and understand plurals of nouns for pets; ask for further items of vocabulary and extended phrases

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	

Section 1. Pets

• to understand and say the vocabulary for pets (singular)	• Introduce the animals by showing pictures or flashcards. Encourage the children to repeat the words a number of times to gain confidence. To sustain interest, vary how the words are said as a model for them to repeat, *eg* loudly, as a whisper, happily, surprised or sadly, but emphasise correct pronunciation. • Cuddly toys in a bag could be used to play 'Kim's game' (What's missing?). *Was fehlt? Was ist nicht da?* • As a game the teacher could ask the children to make a movement characteristic of a particular animal: *Macht wie eine Spinne!* • The bag could be used for a guessing game. A cuddly pet toy is placed in the bag and the children have to feel it and guess what it is: *Ist es ein Hamster?* The class could respond *ja/nein*. • The children then use the words in a short sentence. Ask: *Ist das eine Katze?* Children respond: *Ja/Nein, das ist ein/eine ….* Finally progress to the open question *Was ist das?* Play a number of games with the flashcards to enable children to remember the words. For example, reveal a card slowly, bit by bit, to see if they can identify the animal in German, or show the card really quickly and see if they can name the animal.	• repeat the names of a range of pets • respond in a short sentence to the question *Was ist das?*	• When introducing the pets, introduce the genders separately. Cards of differing colour could be used to highlight the point, *eg mein/meine*. • Seeing pictures and handling cuddly toys help children to remember the words for the pets.

Section 2. What pets do you have?

• to understand and say the vocabulary for pets in singular and plural • to use this vocabulary in a sentence saying what pets they have	• Distribute the animal flashcards used in section 1 and move on to asking the children about the cards they are holding: *Hast du ein Haustier?* Elicit the response by offering a spoken model if necessary: *Ja, Ich habe eine Maus.* Start with some feminine and neuter nouns before using masculine nouns requiring *Ich habe einen ….* • Children then move on to describe their own pets. *Und du? Was hast du?* • This could be developed to include descriptions, *eg Ich habe eine Katze. Meine Katze ist groß und schwarz und weiß.* • As a listening activity, read out or play a short passage describing pets in which the children identify the main points. They could circle a picture or underline a word. The answers can then be read back by the children. • Sing the 'Animal song' to the tune of 'The wheels on the bus': *Ich hab' ein Tier, ein schönes Tier.* *Das ist gut, das ist fein.* *Ich hab' ein Tier, ein schönes Tier.* *Was hast du?* *Ich habe eine große Katze,* *Schöne Katze, nette Katze.* *Ich habe eine große Katze.* *Was hast du?* *Ich habe einen großen Hund,* *Guten Hund, starken Hund,* *Ich habe einen großen Hund.* *Was hast du?* *Ich habe eine kleine Maus,* *Schöne Maus, nette Maus.* *Ich habe eine kleine Maus.* *Was hast du?* *Ich habe eine lange Schlange,* *Gute Schlange, nette Schlange.* *Ich habe eine lange Schlange.* *Was hast du?*	• respond in a sentence to the question *Hast du ein Haustier? Was hast du?* giving details of pets, including, as appropriate, plural nouns: *Ja, ich habe einen Hamster und zwei Hunde.* • ask others if they have any pets: *Hast du ein Haustier?* • develop listening skills by picking out key words and phrases • show understanding of words and short phrases presented by matching sound to print and reading aloud	• The use of *kein*, *keine*, *keinen* will need to be emphasised as children may wish to say, incorrectly, *Ich habe nein Haustiere*. • Children learnt to use *einen* in unit 3 'Meine Familie' in *Ich habe einen Bruder*. Now all three singular direct object forms *einen*, *eine*, *ein* have been introduced. Point out this feature of German and continue to ensure that children use the correct indefinite article. • The use of music and song is an enjoyable activity which will enable children to recall phrases, including those with adjectival endings.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	

Section 3. Which is your favourite animal?

• to say what their favourite animal is • to say which animals they like and which they don't like	• Introduce *Mein Lieblingstier ist* …. Ask the children to say what their favourite animal is. • Children could make a questionnaire to elicit information from other children about their pets. • Introduce *gern haben*. With nods and exaggerated gesture say *Ich habe Katzen gern*. Likewise the negative *Ich habe Schlangen nicht gern*. This will require plurals of animals to be taught using pictures/flashcards on which more than one animal is depicted. • Combine practice on these plurals with revision of numbers, introducing the question *Wie viele?* as in *Wie viele Hunde sind hier?* • If the school has a link to a school in a German-speaking country, individual and class information about pets could be exchanged.	• say which is their favourite animal, *eg Mein Lieblingstier ist eine Spinne* • say which animals they like, *eg Ich habe Spinnen nicht gern. Ich habe Mäuse gern* • give a short description of their pet, *eg Ich habe einen Hamster. Mein Hamster ist klein und braun*	• The introduction of *gern haben* requires the plurals of pets to be taught, *eg Ich habe Katzen nicht gern. Ich habe Hunde gern!* • When talking about their favourite animals children may well mention some quite exotic ones. They should be encouraged to look these up in a bilingual dictionary. • The children could revisit other points learnt with the pets topic through activities such as spelling games for the nouns.

Section 4. Numbers to 41

• to count to 41 • to identify the numbers both in and out of sequence	• Revise numbers 0 to 31 employing techniques introduced in numeracy, such as number fans, work with dice. • Introduce numbers 32 to 41. Repeat them with the children, varying voice and intonation to maintain interest. • Use figure cards as a visual prompt when teaching the numbers to reinforce the concept. • Perform a 'Mexican wave' when counting up or down. • Play a number of games to consolidate the numbers, such as the '*Zu groß, zu klein*' game (see unit 3 'Meine Familie', section 2), or the game in which children stand up and, as you point to them, they say the numbers individually counting up. When they say a number with a five, they have to sit down. • Play 'Bingo', with the teacher or a confident child calling the numbers to give practice in listening and understanding. • Do some mental maths at a level suited to the class, *eg Was macht zehn plus sechsundzwanzig?*	• understand and use the numbers 0 to 41, both in and out of sequence	• Numbers in German could be reinforced at any point during the school day in a variety of contexts, such as counting out equipment, counting a show of hands up. • The activities suggested here reinforce strategies used in numeracy work. • The use of counting games is motivating for children.

Section 5. Describing things and people

• to understand and use a range of simple adjectives for descriptions	• Revisit the descriptions already taught with flashcards and gesture. • Introduce the new vocabulary, asking the children to use gesture to reinforce understanding, and help them to memorise new words. For example, for *hungrig*, look pained and rub stomach. • Ask the children to show understanding by saying a word or doing an action to illustrate the concept.	• show understanding of a range of adjectives • use a range of adjectives in conversational exchanges to describe pets, family members	• The adjectives should be contextualised using language previously learnt for use in conversational exchanges: *Hallo, wie geht's? Ich heiße Andy. Ich bin neun. Ich habe einen Bruder und eine Schwester. Mein Bruder ist groß und meine Schwester klein. Ich habe eine Katze. Meine Katze ist schwarz und lieb. Hast du ein Haustier?* • Children should be familiar with the descriptive role of adjectives from their work in English (NLS from year 3).

Section 6. Classroom instructions

• to further develop and extend the range of classroom instructional phrases	• Demonstrate with gesture and expression the meaning of new instructions in German. • Check understanding with *Wie heißt das auf Englisch? Ja, das ist richtig/Nein, das ist falsch. Versuch es noch einmal!* • Play *Simon sagt* to further consolidate understanding. Encourage a child to play the part of the caller.	• use German for real purposes • show understanding of simple instructions, everyday classroom language and expressions of praise	• Classroom expressions and phrases should be embedded in the everyday routines and conventions of German lessons. • The phrases could be reinforced by displaying them in large text around the classroom. A simple picture could illustrate the concept and help the children to remember. • Children could make a 'Do's and don'ts' poster of the classroom instructions for display. Links could be made with work on writing instructions in English (NLS from year 3). • Praise and encouragement will reinforce the understanding of the concepts. • Using the target language is an effective tool to challenge understanding and embed the language instructions as a normal means of communication.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	

Section 7. Easter in a German-speaking country

• to learn how Easter is celebrated in a German-speaking country	• Discuss ways in which festivals are celebrated in different countries. Children could use the supervised internet to obtain information about Easter in German-speaking countries. • Teach the phrase *Frohe Ostern!* and some of the seasonal vocabulary, *eg Das ist der Osterhase, Schokolade*. • Encourage children to exchange Easter greetings with their partner school. If this is not possible, a card could be made for the family.	• use German for real purposes • write simple greetings • consider their own culture and compare it with others • work with English language materials to research Easter in the German-speaking parts of Europe	• These activities will provide opportunities for children to practise their skills in reading to locate and select relevant information in English from paper and screen (NLS from year 3). • Children could use ICT to produce their Easter greetings cards. If their cards have been produced using ICT they could be sent in an e-mail message.

END-OF-UNIT ACTIVITIES

• to apply the knowledge, skills and understanding learnt in this unit	• Children could create a wall display featuring the different animals and pets they have encountered in German. A short profile of each animal could be written, *eg Mein Lieblingstier, das ist eine Maus. Die Maus ist klein, weiß und schön*. • Children could be encouraged to present a short piece in writing or a spoken piece about their pets, including detail of size and colour. Written work could be done using ICT. • Using the words for animals and pets, children could create a puzzle or wordsearch using the new language. ▲ Incorporating previously learnt material, children could present in spoken and/or written form a piece about themselves, including any pets, *eg Hallo, guten Morgen! Wie geht's? Ich heiße Jon. Das schreibt man so: J-O-N. Ich bin neun Jahre alt und ich habe eine Schwester. Sie heißt Anita und ist sechs. Meine Schwester ist klein. Ich habe einen Hund. Mein Hund ist groß und schwarz. Mein Lieblingstier ist ein Hund. Auf Wiedersehen!*	• show understanding of previously learnt material and combine new language points with this • use correct pronunciation in spoken work • use correct forms in written presentations	• An attractive display with written captions in German will arouse interest in the rest of the school. • Presentations give the children an opportunity to celebrate their achievement, and for the teacher to offer praise, advice and encouragement. • Additional animals for which the children request vocabulary could go into the child's personal language portfolio.