

FUTURE LEARNING

Children will continue to develop their range of German when speaking about themselves in unit 9 'Meine Hobbys', unit 10 'Ich und meine Kleider' and unit 11 'Wo ich wohne'. Telling the time will feature at certain points during future learning.

CORE VOCABULARY AND STRUCTURES

Wie heißt deine Schule?	die Tafel
Meine Schule heißt ...	der Tafelwischer
Ich gehe auf/in ...	wischen
die Grundschule	der Computer
eine Schultüte	das Fenster
Wie heißt dein Klassenlehrer/	die Tür
deine Klassenlehrerin?	aufmachen
Mein Klassenlehrer/Meine	zumachen
Klassenlehrerin heißt ...	
	Hefte
die Fächer:	Arbeitsblätter
Englisch	einsammeln
Deutsch	ausgeben
Mathe	
Sachkunde	Wie kommst du zur Schule?
Sport	Ich gehe zu Fuß
Religion	Ich fahre ...
Informatik	mit dem Auto
Werken	mit dem Rad
Kunst	mit dem Bus
Erdkunde/Geografie	mit dem Zug
Geschichte	
Musik	Es ist ...
	fünf (Minuten) nach ...
Ich habe (Englisch) gern	zehn nach ...
Ich habe (Mathe) nicht gern	Viertel nach ...
Mein Lieblingsfach ist ...	zwanzig nach ...
Meine Lieblingsfächer sind ...	fünfundzwanzig nach ...
	halb ...
Mein Stundenplan	fünfundzwanzig vor ...
Meine Schule beginnt um ...	zwanzig vor ...
Wann hast du Mathe?	Viertel vor ...
Was hast du um zehn Uhr?	zehn vor ...
	fünf vor ...

Unit 7 Meine Schule

ABOUT THE UNIT

In this unit children learn to talk about their school. They learn to name the subjects and to talk about which they like and dislike. They learn to describe how they get to school and to say the time using minutes. They also compare school life in Britain with that in German-speaking countries.

WHERE THE UNIT FITS IN

In this unit children develop basic time-telling skills, first introduced in unit 5 'Ich habe Geburtstag'. They extend their range of German for expressing likes and dislikes, introduced in unit 4 'Die Tiere unserer Klasse'.

PRIOR LEARNING

It is helpful if children already know:

- expressions of like and dislike
- numbers to 60
- time on the hour
- the alphabet in German

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find out more about schools in a German-speaking country
- e-mail a German-speaking pen pal for more information on German schools
- sing the 'School song' at home

NEW LANGUAGE CONTENT

- take home the *Schultüte* they have made, and tell members of their family about it

RESOURCES

- large clockface
- picture flashcards illustrating school subjects
- text flashcards with words for the subjects
- textual, pictorial, audio and video material about school in a German-speaking country
- information from a partner school
- picture flashcards illustrating opinions and preferences
- pictures or flashcards illustrating means of getting to school

LINKS WITH OTHER SUBJECTS

Activities in this unit link with ICT, English, numeracy and music.

EXPECTATIONS

At the end of this unit

most children will:

ask and tell the time using an analogue clock; understand the German for, and speak about, school subjects; state their preferences and their favourite subject(s); sing a song on the topic; plan and write a brief presentation on what they like at school; write a timetable in German for their week; say how they get to school

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

tell the time with support; respond with *ja* or *nein* to questions about school subjects; copy or label using single words; require support, repetition and encouragement when speaking in sentences

some children will have progressed further and will:

write a description of their school day, including simple opinions; ask questions about a friend's school life in conversations or via videoconferencing, with fluency and good pronunciation; research new vocabulary from a dictionary and apply it accurately; use the internet and other sources to research school life in a German-speaking country

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

Section 1. My school

- to say which school they go to
- to say who their class teacher is

- Introduce the name of the school in a sentence with gesture and expression, eg *Ich gehe auf/in die Park Schule. Das ist eine Grundschule.* Encourage the children to repeat and check for understanding: *Wie heißt das auf Englisch bitte? Ja, richtig, sehr gut.*
- Provide opportunities for children to speak about their school in a sentence, eg *Ich heiße Abdul und ich gehe auf/in die Greenfield Schule in Liverpool.*
- Building on previous learning, develop with *Meine Schule heißt Dovedale Schule. Es ist eine Grundschule.*
- Using pictures of a fictitious group of children, pretend they are saying *Mein Klassenlehrer heißt ... / Meine Klassenlehrerin heißt ...* Now ask the children to say who their class teacher is, eg *Mein Klassenlehrer heißt Herr Rowe.*
- ▲ Children could label the rooms around the school, eg *Direktor, Hausmeister, Sekretärin, Klasse 4, Herr Smith.*

- repeat the phrases with clarity and accuracy
- respond to the question *Wie heißt deine Schule?* using a full sentence
- ask the question *Wie heißt deine Schule?*
- name their class teacher

- Ich gehe in die* (+ school name) is an alternative to *Ich gehe auf die* To avoid confusion, it is best to use one form consistently.
- Children may find it easier to remember the word *Grundschule* by association with the word 'ground'.
- This section introduces children to the masculine and feminine nouns for 'teacher': *Klassenlehrer/Klassenlehrerin*. It also reinforces the masculine and feminine forms *mein/meine*.
- Exploit opportunities to use *Herr/Frau/Fräulein* by incorporating them into everyday German language use, eg *Guten Morgen, Herr Harrison!*

Section 2. My school subjects

- the names for school subjects

- Introduce the school subjects using pictorial flashcards and model the new words and phrases. Encourage the children to repeat the new phrases with clarity and accuracy, and praise them when they do.
- Play a number of language games to enable the children to remember the words for the lessons. For example: reveal a card slowly bit by bit and ask the children to name it; show a card very quickly and ask *Was war das?* Mouth a word to guess, or mime an action for the children to guess, such as playing football for *Sport*.
- Reverse this last game by asking the children to perform an action to illustrate a school subject. For example, the teacher says *Informatik* and the children make an appropriate physical response, such as pretending to type, to show understanding.
- Show the written form of the words. Provide an opportunity for the children to record the spellings.
- Reinforce the spelling of the new material by playing *Galgenmännchen* ('Hangman').
- Children could produce posters for the classroom or German display board illustrating the school subjects.
- ▲ A puzzle, wordsearch or written timetable could reinforce understanding of the German words and familiarity with the written form. The children could write their own timetables and label them *Mein Stundenplan*.

- pronounce accurately a list of the school subjects
- show understanding of the names for the subjects by a physical response
- write the word for the lessons accurately, for example in a timetable

- Children will learn many of the subjects through the similarity to English, eg *Sport, Religion, Mathe*.
- It should be noted there are two words in German for geography: *Geografie* and *Erdkunde*.
- The timetable activity revisits the days of the week and can be used again when children learn to say the time, eg *Wann hast du Werken? Ich habe Werken am Dienstag* or *Was hast du am Freitag? Ich habe Sport, Englisch, Mathe, Deutsch und Musik.*

Section 3. My favourite lessons

- to say which lessons they like and dislike
- to say which are their favourite lessons

- Revisit the school subjects and elicit a basic opinion about the lessons, first in a word, then in a sentence, eg *Wie findest du Sport? Gut? Nicht so gut?* This would then become *Sport ist super!* Encourage the children to respond in sentences. To assist understanding, have flashcards with thumbs up for *gut* and thumbs down for *nicht so gut*.
- Check understanding with questions to the class, eg *Wer findet Musik gut?* The children could make a physical response, such as standing up or putting up their hands.
- Introduce *mein Lieblingsfach*, using facial gesture to convey the meaning. This could be done by building up, eg *Mathe ist OK. Englisch ist gut. Musik ist super. Mein Lieblingsfach ist Musik.* Ask the children to repeat. Check their understanding. Encourage the children to say what is their favourite lesson, eg *Mein Lieblingsfach ist Deutsch.*
- Sing the 'School song' to the well-known tune of 'John Brown's body':
*Ich liebe meine Schule, meine Schule ist so gut.
Wir lernen viele Dinge, und wir lernen wirklich gut.
Es macht uns Spaß zu lernen, doch die beste Zeit ist dann, wenn wir nach Hause gehen.
Mathe, Mathe ist am besten.
Mathe, Mathe ist am besten.
Mathe, Mathe ist am besten.
Es ist mein Lieblingsfach.*

Other subjects can be substituted for *Mathe*, eg *Englisch, Werken*, and the song can be sung a number of times, each time with a different subject. When singing, the children could hold up word and picture cards illustrating the subjects.

- Revisit *Ich habe ... gern* and *Ich habe ... nicht gern* and encourage the children to respond to the question *Hast du Mathe gern?* in a full sentence, eg *Ja, ich habe Mathe gern.*
- Children could conduct a survey (*Umfrage*) of the class, asking for opinions in German about subjects. *Wie findest du Informatik? Was ist dein Lieblingsfach?* Results could be displayed using ICT and communicated to a partner school.
- ▲ Other expressions of opinion could be introduced and used here, eg *interessant, langweilig, toll, ... macht Spaß.*
- ▲ *Meine Lieblingsfächer sind ...* could also be introduced and developed here.

- show understanding of a simple opinion about a school subject
- express an opinion about a range of school subjects, both by a physical response and verbally
- speak about their likes and dislikes of school subjects in a short sentence

- Children should already be familiar with *Liebings-* from *mein Lieblingstier* in unit 4 'Die Tiere unserer Klasse'.
- Songs such as the 'School song' are fun to sing and help children remember structures and vocabulary.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 4. School in a German-speaking country

- about school in a German-speaking part of Europe
- Compare school life in Britain with that in the German-speaking parts of Europe. Children could watch videos about schools abroad and discuss in English. They could learn and speak about the school day, the later age at which compulsory education starts, *Schultüten*, the clothes children wear to school, concepts such as *sitzenbleiben* and *Klassensprecher* and about learning English as a foreign language.
- The children could prepare a 'portrait' of their school to send to a partner school. This could be sent in a shoebox containing timetables, letters, a school dinner menu, and photos or pictures of the uniform and of the locality.

- compare their own culture with another

- If the school has a link with a school in a German-speaking country, the partner school could be asked to send photos, a timetable and children's descriptions of their school life for display.
- Children themselves could compile a list of set questions to ask. This will provide opportunity to write in English for real purposes and readers.
- It will be enjoyable, motivating and enlightening for the children to help their counterparts in the German-speaking country to learn some English and to learn more about schools here in Britain.

Section 5. More classroom items

- a wider range of vocabulary for items in the classroom
- Revise classroom items (first introduced in unit 1 'Ich spreche Deutsch') and classroom commands (first introduced in unit 3 'Meine Familie'). Develop children's understanding and listening skills by asking them to make a physical response to instructions, eg *Zeigt mir ein Lineal*. Include some plurals, eg *Zeigt mir drei Bleistifte/die Hefte*. Other language activities and games can be used, such as *Simon sagt*, *Zeichnet ein ...* or *Wer hat ein ...?* (a speed response game).
- Extend the list of classroom objects as appropriate for the children's classroom environment. This should include items of furniture and classroom equipment. Practise with language games as in the previous activity.
- Children could conduct a survey within the class about classroom objects, using a checklist of items, eg *Hast du ein Lineal? Haben wir einen Computer?*

- show understanding of a wider range of classroom vocabulary through physical and verbal responses
- use the vocabulary in questions

- The first activity will require the use of the accusative *einen* for masculine nouns. Children have used this before but may need reminding.
- The second activity will require the use of *den* for singular masculine nouns, eg *Zeigt mir den Computer/den Tafelwischer*. Children have already used this for saying the date (in unit 5 'Ich habe Geburtstag'), but this is a different context. It is important to draw children's attention to the correct form of the definite article in the accusative case, but avoid over-emphasis. There will be more work on this in later units.
- To embed the vocabulary and phrases it is useful if they are used frequently in lessons for classroom interaction, eg *Alice, mach bitte das Fenster zu*.

Section 6. Travel to school

- to say how they get to school
- Introduce different forms of transport and travel with pictorial flashcards, eg *Ich gehe zu Fuß. Ich fahre mit dem Rad*. Encourage the children to repeat the phrases with confidence, clarity and good pronunciation.
- Help children to remember the new phrases by playing language games with them, for example concealing a flashcard and asking *Was ist das?*
- Add the written sentences to the visual stimuli to help children to recognise the written forms.
- Play a game with a physical response such as standing up to respond to the question *Wer kommt mit dem Bus zur Schule?*
- Ask the children to conduct an *Umfrage* in the class to establish how they all get to school. The results could be displayed using ICT.

- show understanding of the question *Wie kommst du zur Schule?* by responding appropriately

- It is important to emphasise the difference between *ich gehe* (I walk) and *ich fahre* (I travel, using a means of transport).
- A colourful display using text could feature as part of the school's German language display.

Section 7. Saying the time with minutes

- to ask and say the time with minutes
- Revise numbers 0–60 with games and other language activities to ensure confidence. These activities could include: *Lotto*, the 'Zu groß, zu klein' game, counting up and down in ones and twos, and basic mental maths.
- Revisit the question *Wie spät ist es?* and the answer *Es ist ... Uhr* with time on the hour (introduced in unit 5 'Ich habe Geburtstag').
- Play *Wie spät ist es, Herr Wolf?* ('What's the time, Mr Wolf?') to revise times on the hour.
- Using a large clockface, model *Viertel vor* and *Viertel nach*, checking for understanding. Ask the children to repeat with clarity and good pronunciation.
- Hand out small clockfaces (these could be of cardboard, or blank clockfaces on a worksheet) and say the time. Ask the children to set/draw the hands to the correct time as you say *Viertel vor elf*. Check after each time, eg *Zeigt es mir bitte. Ja, das ist toll*.
- Set the hands on a clockface to a quarter past or quarter to, hide the clockface and ask the children to guess the time: *Wie spät ist es?* They respond, eg *Ist es Viertel vor neun?*
- Extend this to times with *Minuten*, eg *Es ist zehn Minuten nach vier*.
- TV programmes can be a useful and relevant context for practising times, eg *Wann kommt Coronation Street?*
- Play the *Richtig/falsch* game. Show the class a time on a clockface and ask, for example, *Ist es zwanzig Minuten nach zwei?* If it is, the children respond *richtig*, if not, *falsch*. If *falsch*, encourage them to give the correct time, eg *Es ist Viertel vor sieben*.
- ▲ Work on telling the time could be extended to the school timetable, eg *Jack, wann hast du Sport? Am Dienstag um Viertel vor elf*.

- show understanding of times with minutes when they hear them, making a physical response or holding up a flashcard
- pronounce times with minutes accurately
- tell the time with minutes
- understand times with minutes when encountered in text
- ask the question *Wie spät ist es?*

- Children will initially experience confusion concerning the German *halb*. Explain this means 'half way to' and give lots of examples to support understanding and correct usage. Point out that German-speaking people will have a similar difficulty the other way.
- Work with the time could be revisited frequently during the school day, eg *John, wie spät ist es jetzt bitte?*
- It is worth pointing out that people in the German-speaking parts of Europe often use the 24-hour clock.
- Colourful clocks illustrating the time with text could feature on the school's German language display board.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

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CHILDREN

POINTS TO NOTE

END-OF-UNIT ACTIVITIES

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

- Provide an opportunity for the children to present their new learning in short sketches or conversations. These would combine previously learnt material with the new material from this unit. They could be performed for the rest of the school in an assembly or to the wider school community at a concert.
- Children could produce and script a video presentation in German about their school, introducing staff and classes, showing assembly, uniform, school meals and other interesting features to share with their partner school. Children could introduce themselves and give short opinions about school subjects. They could also put questions to their partner class.
- The children could make and decorate a *Schultüte* to take home.

- create and participate in a short sketch or dialogue in a group, or prepare presentations as individuals using the questions, answers and information in this unit

- It is very motivating for children to take part in presentations that enable them to show the skills they have acquired. Events such as concerts also enable the wider school community to share and appreciate the language work the school is undertaking.
- It is important in presentations or assemblies that all children are involved and given opportunities to contribute, even if just in a song.