

Language

Core language

Wenn ich zur Schule gehe,
sehe ich ... / gehe ich ...

When I go to school,
I see ... / I go ...

dann then
danach after that, finally
fünf Minuten später five minutes later

(nach) rechts (to/on the) right
(nach) links (to/on the) left
geradeaus straight ahead

Ich verstehe nicht I don't understand
Wiederholen Sie, bitte Repeat, please
Langsamer, bitte Slower, please

Additional language for this unit

der Laden the shop
der Fluss the river
der Bahnhof the station
der Supermarkt the supermarket
die Post the post office
die Kirche the church
das Café the café
das Museum the museum

Additional language for teachers

Welcher Buchstabe hat die
Nummer ...? Which letter is number ...?
Welche Nummer hat
den Buchstaben ...? Which number is letter ...?
das Viereck the square (in a grid)
Ich gehe über einen
Fußgängerüberweg I cross a pedestrian crossing
Ich komme in der Schule an I arrive at school

Unit 15 Auf dem Schulweg (On the way to school)

About the unit

In this unit children learn to say the alphabet in German and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going.

Where the unit fits in

Children have learnt about ways of getting to school in Unit 7, and in this unit they describe places that they pass on the way. They might exchange information about their local area with a German-speaking partner school. They consolidate number work covered in Unit 9 by counting in multiples of 10 to 100. They learn the alphabet and begin to spell some simple words.

Prior learning

It is helpful if children already know:

- numbers up to 100
- *die Schule*
- ways of travelling to school
- that masculine nouns change from *der* to *den* in some sentences.

New language

- Describing a journey (to school)
- Simple directions (*rechts/links/geradeaus*)
- Using repair strategies to keep a conversation going
- The alphabet
- *Ich sehe* + accusative
- Compound nouns
- Phonic focus: using knowledge of phoneme-grapheme correspondence to synthesise words

Resources

- Alphabet song or rap
- Alphabet chart
- Photographs or images of map symbols representing places in the locality
- 6x6 and 10x10 grids
- Simple map of the locality showing a real or imagined journey to school
- Mini-flashcards of map symbols
- Word and text cards about a journey to school

Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives (year 3)

Primary framework for mathematics: recognise horizontal and vertical lines; describe and identify the position of a square on a grid of squares (year 4)

Geography: use atlases, globes, maps and plans at a range of scales

PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places and times, and people with different values and customs

Expectations

At the end of this unit

most children will:

understand numbers in multiples of 10 up to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; politely say that they don't understand and ask for something to be repeated; take part in a brief prepared task

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

understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support

some children will have progressed further and will:

use numbers confidently; use short sentences when asking and answering questions; show understanding of a short text containing familiar and unfamiliar language; give information in written form



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Alphabet</p> <ul style="list-style-type: none"> to develop accuracy in pronunciation and intonation (KAL) to practise new language with a friend and outside the classroom (LLS) 	<ul style="list-style-type: none"> Play the class a recording of a German alphabet song or rap. Divide the alphabet into manageable sections. Practise the alphabet section by section as a class. Allocate sections to different groups and repeat the alphabet song. Each group joins in with their section. Reinforce knowledge of the alphabet by adapting some of the games used to teach numbers (see Unit 1). Play Alphabet Ping-Pong where you 'bat' the first letter to children and they 'bat' back the second, and so on. Extension: Play Alphabet Ping-Pong as a pair or small group game. Combine revision of numbers with the alphabet by displaying an alphabet chart with each letter numbered in sequence, eg A=1, B=2, etc. Ask children to say, for example, the letter that goes with number 15 (<i>Welcher Buchstabe hat die Nummer 15?</i>). Provide some children with individual alphabet strips as extra support. Play the game in pairs, with children choosing to say either a letter or a number and their partner giving the corresponding answer. Give children a sequence of numbers that spell out a familiar word, eg 8-1-12-12-15 = <i>Hallo!</i> or 7-21-20-5-14 20-1-7 = <i>Guten Tag!</i> In pairs, children work out their own coded familiar words. One child reads their coded version to the other, who writes down what they think the word is on their mini-whiteboard. They then compare words. Provide some children with a list of words to choose from. Extension: Play <i>Galgenmännchen</i> (Hangman) as a class. Alternatively, hold a 'spelling bee', with children spelling their own or each other's names. Revise numbers 10 to 100 by counting in multiples of 10. Play <i>Zeigt mir</i> (Show Me), where children write down on a mini-whiteboard the number that you call out. 	<ul style="list-style-type: none"> identify and pronounce some of the letters of the alphabet identify and pronounce accurately multiples of 10 up to 100 	<ul style="list-style-type: none"> If you are unable to find a recording of an alphabet song or rap, set the alphabet to a well-known tune and sing it, eg a call-and-response chant where you sing sections of the alphabet and children repeat, in the style of an army chant. For example: <i>A, B, C, D, E, F, G / (children repeat)</i> <i>H, I, J, K, L, M, N / (children repeat)</i> <i>O, P, Q, R, S, T, U / (children repeat)</i> <i>V, W, X, Y, Z (children repeat).</i> Follow-up: Throughout the week, children practise the alphabet and numbers by making up more codes for others to crack. Follow-up: Begin to create a class alphabet for display. Each child picks a different letter and chooses three familiar words to write alongside it. They add an illustration. This can be done using ICT. If using an interactive whiteboard, use a Hangman template as suggested in Unit 8.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Features in the locality

- to listen attentively and understand more complex phrases and sentences (O5.3)
- to manipulate language by changing an element in a sentence (KAL)
- to develop accuracy in pronunciation and intonation (KAL)

- Display a 6x6 grid. Label the squares on the horizontal axis with letters. Label those on the vertical axis with numbers. Write a selection of letters and multiples of 10 to 100 in the squares. Cover them with a piece of paper or, if using the interactive whiteboard, an auto shape. Ask children to give the coordinates of one of these squares. Uncover the square and children identify the hidden number or letter. Model this activity a couple of times and then allow children to play in pairs.
- Use symbols or photographs to introduce children to a number of places in the locality, eg *der Laden*, *der Fluss*, *der Bahnhof*, *das Café*, *die Post* (the shop, the river, the station, the café, the post office). Say the words and ask children to listen and repeat. Are there any words that children think will be easy to remember? Practise saying the new vocabulary using games such as *Lippenlesen* (Read my Lips).
- Display a 10x10 grid. Label the squares on the horizontal axis with letters and those on the vertical axis with numbers. In some of the squares, place flashcards or images of map symbols showing features of the locality. Uncover and name the symbols that are in squares suggested by children. They repeat the name and choose an appropriate action to help them remember. Some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10.
- Ask children to close their eyes while you cover one of the squares. Children open their eyes and give the action to identify the picture that has been covered up.
- Use the grid again and give children a coordinate, eg A, 2. They name the symbol. Then individual children say a place and you say the coordinate.
- Make some statements about the grid, eg *Die Post ist im Viereck B, 30* (The post office is in square B, 30). Children reply with *richtig* if it is true and *falsch* if it is false. Ask some children to lead this activity, then go on to do it in pairs.
- Make a false statement about the grid. Children identify that the statement is false. Ask what could be changed in the statement to make it true. (Children may choose to change the place or the coordinate.) Ask individuals to repeat the statement but, this time, changing an element to make it true. Repeat the activity with different sentences.
- Extension: Give children the opportunity to extend their reply, eg to *Nein, der Fluss ist im Viereck B, 30*. If the grid has been made as an interactive whiteboard file, hide the cells with a mask and reveal them to verify whether children are right or wrong.
- Extension: Play Battleships in pairs. Children prepare their own grids with places in some of the squares. They then take it in turns to say a coordinate, eg *Viereck C, 20*, and their partner either replies *Nein, tut mir leid* (No, I'm sorry) or says eg *Ja, der Laden ist im Viereck C, 20*.
- Extension: Children prepare their own grids with places in some of the squares. They then make up some statements about them. They share these with a partner, who decides whether the statements are true or false.
- Extension: Find a map of the locality using an internet street finder.
- Place the school on the map and save the screen onto an interactive whiteboard file. Ask the children to suggest other places to be found in different streets.
- Extension: Play *Galgenmännchen* (Hangman), with children taking the teacher's role.

- recognise if a statement is true or false
- pick out key words when listening
- identify and pronounce the names of some places in the locality

- Follow-up: Throughout the week, look at the grid and practise the questions.
- The third activity works very effectively on an interactive whiteboard.
- The Battleships extension activity would work well during a videoconference with a partner school.
- Grammar point: In the activities with coordinates, the expression *im* is a contraction of *in dem*. This may need explanation.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Journey to school

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to re-read frequently a variety of short texts (L5.1)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
 - to develop accuracy in pronunciation and intonation (KAL)
 - to look and listen for visual and aural clues (LLS)
- Revise and practise the names of the map symbols from the previous section.
 - Using mime, introduce *rechts*, *geradeaus* and *links*. Invite children to stand up and turn according to your instructions. This may be done in the hall or a larger space.
 - Play the game again, with children playing the part of the teacher.
 - Display a simple map with appropriate symbols showing a real or imagined journey to school. Explain the map to children and ask them to make the appropriate action when they hear the name of a place, eg *Wenn ich zur Schule gehe, gehe ich nach rechts. Ich sehe die Kirche und den Laden. Fünf Minuten später sehe ich den Bahnhof. Danach gehe ich nach rechts und ich sehe das Café. Ich gehe über einen Fußgängerüberweg. Dann komme ich in der Schule an / Dann bin ich in der Schule.* (When I go to school, I go to the right. I see the church and the shop. Five minutes later, I see the station. After that, I go right and I see the café. I cross at a pedestrian crossing. Finally, I arrive at school.)
 - Draw children's attention to the fact that *der* has become *den* and have a brief discussion about why.
 - Give children a selection of mini-flashcards of map symbols included in the above description. Cover up the map and re-read the description of the journey. Children sequence their mini-flashcards. Ask children how they worked out the meanings of new vocabulary, such as *Fußgängerüberweg*. You may want to break the words into parts – *Fuß, gänger, über, weg*. Discuss the use of compound nouns in German. Show children some other compound nouns, eg *Kindergarten, Bushaltestelle* (bus stop), *Bahnhof* (station), and explain how these are formed.
 - Display a short sentence about a journey to school, eg *Wenn ich zur Schule gehe, sehe ich das Café und das Museum*. Invite children to come to the front and select appropriate symbols to add to each part of the sentence (either flashcards or interactive whiteboard images). Chorus the sentence as a class. Repeat with new sentences.
 - Give groups of children a selection of similar short sentences. In groups, they match appropriate mini-flashcards to each sentence in turn and read the sentences as a group.
 - Invite confident children to read one of their sentences to the class.
 - Show children one of the sentences and they chorus it. Show appropriate symbols (but one of which does not match the corresponding part of the sentence). Ask children to identify the mistake and ask a volunteer to re-read the sentence, correcting the text to match the symbols. Repeat with new sentences.

- pick out key words when listening to a short text
- read and understand a selection of sentences on a familiar topic
- use strategies to aid memorisation
- identify similarities and differences in journeys to school

- Grammar point: The definite article of masculine nouns becomes *den* in the accusative case when the noun is the object of the sentence, eg *Ich sehe den Laden*.
- Grammar point: When saying 'I go' in German, use the verb *fahren* when talking about travelling with a vehicle and the verb *gehen* when talking about going on foot, eg *Ich fahre mit dem Bus* but *Ich gehe zu Fuß*.
- Children can compare their journeys to school with those of their counterparts in a German-speaking partner school. Alternatively, they can look at photographs on the internet of children in different countries walking to school: www.iwalktoschool.org.
- In English, children discuss their journeys to school. They should consider the following aspects of their journey and how these might be different to the experiences of children in another country:
 - how they travel
 - who they travel with
 - type and amount of traffic that they see
 - who or what helps them on their journey (school patrol officer, zebra/pedestrian crossings)
 - what they carry with them.
- Look at the school's travel plan and initiatives such as 'Safe routes to school'. Compare numbers of children cycling to school in your school and in a German-speaking partner school.
- Data could be collected on how children get to school. The data could be displayed in a bar chart, pie chart or pictogram and shared with a partner school.

Section 4. More journeys to school

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to make simple sentences and short texts (L5.2)
 - to apply knowledge of rules when building sentences (KAL)
 - to manipulate language by changing an element in a sentence (KAL)
- Model the description of a journey to school again. Give children word cards in random order to build a human sentence about this journey. Call out a sentence and children arrange themselves in the right order. The class read out the sentence.
 - Select one of the children to return to their place so that their text card is no longer visible. The class re-read the sentence and fill in the missing word. Repeat the activity until all of the children are sitting down.
 - Discuss with children how useful they found the above activity for memorising language. Ask them to suggest other ideas.
 - Play Pass the Sentence Parcel. Cut up some phrases and sentences from a text describing a school journey and put them in a bag. Ensure that one of the sentences starts with the phrase *Wenn ich zur Schule gehe, sehe ich ...* Children pass the bag around as you play some German music. When the music stops, the child holding the bag pulls out a phrase or sentence and comes to the front to stick it on the board. Children try to arrange the cards so that a meaningful text is eventually revealed. The class read the completed text aloud.
 - Children work in pairs with mini-flashcards of map symbols. One child chooses two symbols and the other builds a sentence, eg *Wenn ich zur Schule gehe, sehe ich einen Bahnhof und ein Café*. Less confident children can use one symbol to make their sentence. Some may benefit from having a copy of the first part of the sentence as a prompt.
 - Extension: Children include three or four map symbols in their dialogues.
 - Repeat the last three activities from the previous section but this time, children write the sentence down and correct the written word.
 - Ask confident children to read their sentences to the class. In groups, using these sentences as models, children write a new sentence of their own on mini-whiteboards. Invite children to read their sentences aloud.

- create oral sentences using picture prompts
- understand language that includes unfamiliar phrases
- write words, phrases and sentences using a model

- Ensure that a range of places is included in the sentences, so that children have a model for the sentence correction activity.
- Follow-up: Children draw a map of their journey to school and annotate the main features in German.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Saying that you don't understand

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
 - to ask for repetition and clarification (LLS)
- Use a simple map of the immediate locality to describe a journey to school, eg *Ich gehe nach rechts und es gibt einen Laden. Ich gehe immer geradeaus. Ich sehe eine Kirche.* (I turn right and there is a shop. I continue straight ahead. I see a church.) Ask children to tell you in English which directions are given.
 - Practise *rechts*, *geradeaus* and *links* by doing the second activity in Section 3.
 - Extension: Display words and phrases to help children build and write simple descriptions of their journey to school. Model this, taking suggestions from children.
 - Extension: Children use their knowledge of phoneme–grapheme correspondence to synthesise regular words. Play games such as Human Phonemes (see Unit 11) or Missing Phonemes, eg *re__ts* (*rechts*), *l_nks* (*links*), *gerade__s* (*geradeaus*), *Kir__e* (*Kirche*). Say each word and ask children to supply the missing letters and letter strings (they could use text cards for support).
 - Invite a confident child to give a description in German of their journey to school. Then ask them to say it again in English.
 - Children discuss the clarity of both descriptions. Elicit from them the importance of clarity when giving information. Draw attention to the fact that, although the German description was very simple, meaning was still conveyed. The class consider the communication skills, including non-verbal skills, they would need to describe their journey to school to a non-native speaker of English, eg slow and careful speech, use of intonation and gesture. Invite a volunteer to model how they would describe their journey to school to a non-native English speaker.
 - Ask children to all say together a well-known phrase, eg *Ich heiÙe ...* Now ask them to say it more and more quickly. Say the phrase *Langsamer, bitte* with lots of expression. Can children understand what you mean? Practise saying the phrase as a whole class. Ask children what else they can do if they don't understand what someone is saying. Teach them *Ich verstehe nicht* (I don't understand) and *Wiederholen Sie, bitte* (Repeat, please). Children can devise a gesture and use a facial expression to help them to remember the phrases.
 - Ask children to create a role play, in pairs, where one of them describes their journey to school in German, and the other asks for repetition or clarification.
 - Invite one or two pairs to demonstrate their role play.
 - Extension: Children create role plays in which they ask questions of each other and provide information about themselves in reply. The role plays include asking for something to be repeated and saying that they don't understand.

- understand the importance of good communication skills and apply this in a role-play situation
- know how to ask for repetition and clarification

- The reason for asking children to talk about their school journey in English as well as in German (in the fifth activity) is so that they notice the incidental language that native or proficient speakers include.
- Follow-up: Throughout the week, children continue working on their descriptions of their journeys to school and have opportunities to read them aloud to the class.
- Follow-up: Children imagine what a child whose first language is not English feels like when they come to stay with a family or arrive for their first day in school. In pairs, children role-play the situation and discuss ways of supporting the new arrival.
- Links with literacy work: Some of these activities link to work on descriptive writing in year 3.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Preparing a short presentation

- to prepare a short presentation on a familiar topic (O5.4)
 - to write words, phrases and short sentences using a reference (L5.3)
- Revise modes of transport by singing *Wie kommst du zur Schule?* (see Unit 7, Section 1).
 - Revise the question *Wie kommst du zur Schule?* and the answers *Ich fahre mit dem Bus / mit dem Auto / mit dem Fahrrad*, etc (see Unit 7). Explain to children that they can use these phrases to add sentences to their text about their journey to school.
 - Children create a written presentation about a journey to school, indicating what time they leave (with a time on the hour) and showing some key points of interest. They create an audio file to narrate their journey and match the audio narration with appropriate images from the internet or digital photos.
 - Some children will benefit from adult support and a prepared bank of appropriate images from which to choose.
 - Extension: Children work with greater independence and use a bilingual dictionary to find out names of other places in the local area.
 - The class agree on a set of criteria on which their presentations will be evaluated, eg clarity of narration, appropriateness of images, how easy the description is to follow, etc.

- combine their language and communication skills to create a short presentation of their journey to school

- If supervised by a responsible adult, a group of children could video a short journey to school from a nearby location and edit the video using simple editing software.
- Follow-up: Throughout the week, children finish their presentations.
- Links with literacy work: The final activity links to work on explaining ideas and evaluating performances and how they are delivered.

End-of-unit activities

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

- Children make their presentations to the class.
- The class listen to and evaluate each other's work according to the agreed criteria.

- make a short presentation of their journey to school
- constructively evaluate other children's work and appreciate feedback

- Follow-up: Children share their presentations with the rest of the school and their German-speaking partner school, if appropriate.
- If children in the partner school send video clips of their journeys to school, the English children will be able to experience the challenge of listening and responding to authentic German.