

Language

Core language

Wie viele ...?	How many ...?
<i>elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig</i>	11–20
<i>Ich spiele gern ...</i>	I like playing ...
<i>Mein Lieblingsspiel ist ...</i>	My favourite game is ...
<i>Das war prima / fantastisch / so lala / nicht so gut</i>	It was great / fantastic / so so / not so good
<i>Wie sagt man ... auf Englisch?</i>	How do you say ... in English?

Additional language for this unit

For the song *Onkel Tom hat einen Bauernhof* see Section 1

<i>Fußball</i>	football
<i>Seilspringen</i>	skipping
<i>Gummitwist</i>	elastic skipping
<i>Fangen (spielen)</i>	(to play) Tag
<i>Verstecken (spielen)</i>	(to play) Hide and Seek
<i>Hickelkasten</i>	Hopscotch

Additional language for teachers

<i>das Lied</i>	the song
<i>Macht/Mach eine Geste für ...</i>	Do (plural/singular) an action for ...
<i>Wir spielen Hickelkasten</i>	We're playing Hopscotch
<i>Springt/Spring</i>	Jump (plural/singular)
<i>Sagt/Sag die Nummer</i>	Say (plural/singular) the number
<i>Klatscht/Klatsch in die Hände</i>	Clap (plural/singular) your hands
If doing the game of Conkers in Section 4:	
<i>Ihr braucht / Du brauchst</i>	You need (plural/singular)
<i>eine Kastanie</i>	a conker
<i>einen Bindfaden</i>	some string
<i>einen Bohrer</i>	a drill
<i>Nehmt/Nimm</i>	Take (plural/singular)
<i>Macht/Mach ein Loch in die Kastanie</i>	Make (plural/singular) a hole in the conker
<i>Fädelt/Fädel den Bindfaden durch die Kastanie</i>	Thread (plural/singular) the string through the conker
<i>Findet/Finde einen Partner / eine Partnerin</i>	Find (plural/singular) a (boy/girl) partner
<i>Schlagt zu! / Schlag zu!</i>	Strike! (plural/singular)
<i>Schlag die andere Kastanie mit deiner Kastanie</i>	Hit the other conker with your conker
<i>Simon sagt</i>	Simon Says
<i>Was ist dein Lieblingsspiel?</i>	What is your favourite game?
<i>Wie viele Kinder spielen gern ...?</i>	How many children like playing ...?

Unit 2 Lieder und Spiele (Songs and games)

About the unit

In this unit children listen and respond to a German version of a well-known song. The song used here is a German version of 'Old Macdonald Had a Farm', but you can substitute an alternative. Children learn or extend their knowledge of numbers to 20 and play familiar playground games. They follow simple instructions for making a game of Conkers, although you can choose a different activity in which children listen to instructions and respond to them. Children learn how to talk about their favourite games.

Where the unit fits in

If they have already done Unit 1, children consolidate and extend their number work, and combine numbers with nouns to make simple plurals. They recognise and respond to sound patterns and words. They play games to help them remember new language. They begin to experiment with the writing of familiar words. Children have opportunities to work cooperatively in pairs and small groups.

Prior learning

It is helpful if children already know:

- the song and actions for 'Old Macdonald Had a Farm' (or an alternative song)
- the numbers 1–10 (covered in Unit 1)
- playground clapping games
- how to play Simon Says (*Simon sagt*).

New language

- Numbers 11–20
- Simple instructions
- Expressing preference
- Expressing opinions using *Es war*
- gern* (used with *Ich spiele ...*)
- Phonic focus: *ä, ie, ei*

Resources

- Song and words for *Onkel Tom hat einen Bauernhof*
- Flashcards or props to represent characters in the song
- Digit cards 1–9
- Conkers, modelling clay, string and a tool to make a hole in the clay
- Picture cards for instructions on making a Conkers game (for children needing extra support)
- Flashcards for popular playground games
- Mini-whiteboards and pens

Links with other subjects

Primary framework for literacy: extend their vocabulary, exploring the meanings and sounds of new words (foundation stage); read high- and medium-frequency words independently and automatically; listen to others in class, ask relevant questions and follow instructions (year 2)

Primary framework for mathematics: use bar charts to represent results

Music: identify and respond to sound patterns in language; listen with attention to detail and internalise and recall sounds with increasing aural memory

PSHCE: think about the lives of people living in other places and people with different customs

Expectations

At the end of this unit

most children will:

know a song in German; understand numbers 1–20 and use some of these out of sequence; respond to spoken instructions to make a game; begin to develop skills in communicating in German in pairs and groups; recognise some familiar words in written form; experiment with writing simple words; pronounce the *ä* sound

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

join in with a song or game by making a physical response or showing a flashcard; respond to questions or instructions with support from visual clues; recognise numbers 1–20; identify common nouns when these are repeated several times

some children will have progressed further and will:

sing a song from memory, with clear pronunciation; sequence number words to 20 and write some of them from memory; sequence written instructions; take the lead in using previously learnt language to devise a new game

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. 'Old MacDonald'

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to make direct or indirect contact with the country where the language is spoken (IU3.4)
- to use gesture or mime to show they understand (LLS)

- Sing *Onkel Tom hat einen Bauernhof*. Do children recognise the song and what it is about? Invite them to listen again and find the equivalent to 'e-i-e-i-o' in German.
- Talk about the differences between the German and English versions of the song.
- Show a flashcard or prop as you say the word for each of the characters.
- Repeat, with children saying the words after you.
- Show the flashcards again and, with key words on the board, children shout out the German.
- Stick the flashcards around the room and children point at the correct one when you say it or, if there is room, move to it.
- Various children around the room hold the flashcards. The other children put their hands up, point to a flashcard and, if they can say the matching word, they swap positions and take over holding the flashcard.
- Reinforce by playing games such as Kim's Game (see Unit 1).
- Introduce the *Umlaut*. Show the class what an *Umlaut* looks like on a piece of card. Sit in a circle with the children. Mime the *Umlaut* flying towards a word written in modelling clay (such as *mah*), hovering, then settling over the *a*. Literally squash the *a* and sound it out for the children, thus *mäh* (baa).
- Provide another word, *Marz*, and invite children to place the *Umlaut* over the *a*. Discuss how this will change the sound.
- Introduce the song *Wer ist richtig?* (Who is right?) to the tune of 'Let's Call the Whole Thing Off' (See 'Points to note'). As the song is being sung, hold up a card showing the word *März*. After the song has been sung, the children must decide on the correct pronunciation.
- Encourage children to look in mirrors to see how their mouth shape changes when saying *Marz/März*.
- As the children become more familiar with the song they can join in, omitting the incorrect pronunciation of the word.
- Sing the *Onkel Tom* song with actions. Children make a circle. A child is chosen to be Onkel Tom and stands in the middle of the circle. Onkel Tom then points to a few children before each new verse, to ask them to be the various animals and do the actions while singing the song. Other actions may be made up to show 'here, there, everywhere', etc.
- Divide the class into two groups to sing the song. The groups listen to each other and comment using *Das war gut / nicht so gut / prima / fantastisch / so lala*. (That was good / not so good / fantastic / so so.)
- Extension: Draw pictures of characters with labels for a class display.

- listen with care
- identify specific words
- identify sounds that are the same as or different from English
- know the German version of a well-known song
- express opinions about a song

- Here is a German version of 'Old McDonald Had a Farm':

*Onkel Tom hat einen Bauernhof – hia hia hoh!
Da laufen viele Hühner rum – hia hia hoh!
Es macht gack gack hier und gack gack da
Gack gack hier und gack gack da
Gack gack überall.
Onkel Tom hat einen Bauernhof – hia hia hoh!*

*Da laufen viele Schweine rum – hia hia hoh!
Es macht grunz grunz hier und grunz grunz da usw.*

*Da laufen viele Schafe rum – hia hia hoh!
Es macht mäh mäh hier und mäh mäh da usw.*

*Da laufen viele Ziegen rum – hia hia hoh!
Es macht meck meck hier und meck meck da usw.*

(Old Macdonald had a farm – e-i-e-i-o!
And on that farm there were some chickens –
e-i-e-i-o!
With a cluck-cluck here and a cluck-cluck there
Here a cluck, there a cluck, everywhere a cluck-cluck.
Old Macdonald had a farm, e-i-e-i-o!

... some pigs
... some sheep
... some goats.)

- Explain to children that some animal sounds in German are different from the English ones.
- Follow-up: Throughout the week, children can listen to the song and join in. They can act out the song.
- Accept physical responses from children who are not ready to respond verbally.
- Words for the *Wer ist richtig?* song:

*Ich sage Marz, du sagst März,
Ich sage Marz, du sagst März.
Marz, März, Marz, März.
Wer ist richtig?*

(I say Marz, you say März,
I say Marz, you say März.
Marz, März, Marz, März.
Who is right?)

- In the final activity, asking groups to comment on each other's performances encourages children's spontaneous use of German. Put key words on the board for support.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Numbers 1–10

- to listen and respond to simple rhymes (O3.1)
 - to recognise and respond to sound patterns and words (O3.2)
 - to recognise and apply simple agreements, eg gender, singular, plural (KAL)
 - to play games to help to remember (LLS)
- Introduce (or revise) pronunciation and aural recognition of numbers 1–10 through games, songs and activities, such as asking children to make their whole body into the shape of a given number (see Unit 1 for more ideas).
 - Teach children the number rhyme *Eins, zwei, Polizei* (One, two, police) (see 'Points to note'). Focus on the *ei* sound. Ask children if the sound reminds them of a word in English. Suggest an eye. Read the number rhyme clearly to the class and ask them to point to their eye every time they hear the *ei* sound. Discuss the meaning of the rhyme.
 - Repeat the number rhyme, this time focusing on the *ie* sound. Tell the children that, in German, *ie* sounds like *ee* in English. Encourage the class to think of a suitable mime that will help them remember the phoneme.
 - Recap the character words, eg *Hühner*, from the previous session.
 - Teach, for example, *Wie viele Schafe?* (How many sheep?) and combine numbers with characters, eg *zwei Schafe*. Hold up a flashcard of an animal together with a digit card and ask *Wie viele Schweine?* usw. to elicit numbers as responses, eg *sechs* usw. Use only plurals, as in the song.
 - Sing the *Onkel Tom* song again, changing *vielen* for a plural number for all the animals.
 - Play Hopscotch with digit cards. Children say the numbers on which they land in German.
 - In small groups, children arrange digit cards (1–9) in a 3x3 grid on the floor. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to another number and calls it out. The game continues with other children in the group following the sequence and adding their own number.
 - Extension: Children read and sequence number words to 10. They practise writing these from memory.
 - Children can evaluate the lesson by saying *Das war gut / nicht so gut / prima / fantastisch / so lala*.

- pronounce numbers 1–10 accurately
- use their knowledge of numbers 1–10 to play a game

- Words for the number rhyme:

*Eins, zwei, Polizei
Drei, vier, Offizier
Fünf, sechs, alte Hex'
Sieben, acht, Gute Nacht!
Neun, zehn, Auf Wiedersehen!*

(One, two, police
Three, four, officer
Five, six, old witch
Seven, eight, goodnight!
Nine, ten, goodbye!)

- Follow-up: Play games throughout the week to reinforce knowledge of numbers 1–10. For example, you could play *Versteck* (Hide and Seek), in which one child or a small group counts out loud to 10 slowly, while others hide an object in the classroom which must then be found.
- Plural nouns are a difficult aspect of German, but here they are used only to practise numbers.
- Follow-up: Ask children to suggest playground games which involve using numbers and encourage them to play these in German.

Section 3. Clapping games

- to listen and respond to simple rhymes, stories and 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 imitate pronunciation (KAL)
 - to repeat words rhythmically (LLS)
- Revise numbers 1–10 using games, songs and activities from previous sessions.
 - Ask children to talk about counting-out rhymes that they know and use in the playground. Invite a group of children to the front of the class and choose from the following rhymes as you count around the group:

*Eene, mene, miste,
Es rappelt in der Kiste,
Eene, mene, meck,
Und du bist weg!*

or:

*Eins, zwei, drei, vier, fünf, sechs, sieben,
Auf dem Bauernhof sind Ziegen.
Die Ziegen machen meck, meck, meck,
Und du bist weg!*

- Practise the rhymes as a class and in groups. The groups then listen to each other and comment, using *Das war gut / nicht so gut / prima / fantastisch / so lala*.
- Ask children to demonstrate clapping games they have played in the playground.
- Show a simple clapping game with numbers to 10 in German and teach it to the class. In pairs, children create their own clapping games and perform them to the class.
- Extension: Children create their own counting-out games.

- pronounce numbers 1–10 accurately
- use newly learnt vocabulary to create a playground game
- perform their game with confidence
- express their opinions

- When children play their own clapping games, ensure that they say the numbers out loud in German.
- Follow-up: Children teach their clapping game to the class.
- Follow-up: Create a multilingual class book of playground rhymes.
- Follow-up: If the school has a German-speaking partner school, exchange counting-out rhymes. You may wish to video-record the children as they perform their rhymes, and a copy can then be sent to the partner school.
- Create a new page in the word bank (see Unit 1, Section 2) for *ei* (*eins, zwei, drei, Schweine*) and *ie* (*vier, sieben, hier, Ziegen*). It may be useful for the children to recognise that the sound reflects the second letter of the pairing, so *ei* is pronounced *i* and *ie* is pronounced *e*.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Making a game of Conkers

- to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
 - to hear main word classes (KAL)
 - to use a physical response (LLS)
 - to use the context of what they see to determine some of the meaning (LLS)
- Invite children to listen as you give simple instructions for making a game of Conkers, using real conkers or modelling clay.
 - Mime the verbs: You say some verbs and the children mime them, then the children give a verb and you or a child mime it.
 - Revise the *ä* sound in *mäh*, which also comes up in *fädelt* in the instructions. Recap on mouth shape and practise saying the sound, using clapping to accompany and build up a rhythm.
 - Play *Simon sagt* (Simon Says) to practise instructions.
 - Using real conkers or modelling clay, children follow your instructions and make a conker on a string.
 - Provide extra support for children working with another adult, such as a teaching assistant, by making some picture cards with the instructions for making the Conkers game.
 - Extension: Children put into the correct sequence a set of written instructions for making the game.
 - Children can then express opinions about their work using *Meine Kastanie ist gut / sehr gut / so lala / prima* and discuss their work with a partner.

- use physical response, mime and gesture to show they understand a series of instructions
- use clues such as mime to help them with meaning

- Link with literacy work: The first activity links with year 1 and year 2 work on listening to instructions and following instructions accurately. The extension activity links with year 3 work on creating texts using the structures of non-narrative text types (instructions).
- Instead of the game of Conkers, a different activity could be chosen where children listen and respond to instructions. The learning objectives and outcomes would remain the same.
- An interactive whiteboard presentation can show the steps involved in making the game. If a native speaker is available, he or she can record the instructions so that the children can listen as well as see pictures (taken with a digital camera).
- Follow-up: Throughout the week, play *Simon sagt* to practise instructions.

Section 5. Numbers to 20

- to recognise and respond to sound patterns and words (O3.2)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
 - to practise saying new words aloud (LLS)
- Revise numbers 1–10 and introduce numbers 11–12.
 - Practise pronunciation and discuss with children how numbers 13–19 are formed. Discuss similarities and differences compared with English.
 - Practise counting up and down from 11–20.
 - Play Number Ping-Pong where you 'bat' a number to the class and they 'bat' the same number or the number above or below back to you.
 - Some children may prefer to show recall of numbers by holding up a digit card.
 - Count up from 11–20 using odd and then even numbers only. Dictate numbers for children to write in the air with different body parts.
 - Discuss with children which numbers they find difficult to remember and their ideas for strategies that might help them.
 - Say the *Eins, zwei, Papagei* rhyme while counting on fingers (See 'Points to note'). Children can perform this in groups and evaluate in German with *Das war ...*
 - Extension: Play *Lotto* (Bingo) with numbers 10–20. Vary the game by including adding and subtraction.

- begin to know numbers 11–20 in sequential order

- Follow-up: Use activities from previous sessions to reinforce pronunciation and recall of numbers 11–20.
- The words to *Eins, zwei, Papagei* are:

*Eins, zwei, Papagei,
Drei, vier, Offizier,
Fünf, sechs, alte Hex'
Sieben, acht, Kaffee gemacht,
Neun, zehn, weiter gehn,
Elf, zwölf, junge Wölf,
Dreizehn, vierzehn, Haselnuss,
Fünfzehn, sechzehn, du bist duss.*

(*Duss* is Swiss German for 'out'. *Druss* could also be used. This is southern German and short for *draußen*.)

(One, two, parrot,
Three, four, officer,
Five, six, old witch,
Seven, eight, made coffee,
Nine, ten, young wolf,
Thirteen, fourteen, hazelnut,
Fifteen, sixteen, you are out.)

You may also find other variations on this rhyme on the internet.

- Follow-up: Use a DVD clip to show children counting in German during various playground/board games.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Favourite playground games

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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) to use actions and rhymes and play games to aid memorisation (LLS) to make indirect or direct contact with the country/countries where the language is spoken | <ul style="list-style-type: none"> Practise counting from 1–20. Play <i>Zeigt mir</i> (Show Me) with digit cards. Introduce the names of popular playground games such as <i>Fußball</i> (football), <i>Seilspringen</i> (skipping), <i>Gummitwist</i> (elastic skipping), <i>Fangen</i> (Tag), <i>Verstecken</i> (Hide and Seek) and <i>Hickelkaste</i> (Hopscotch) through mimes or flashcards. Model <i>Ich spiele gern Fußball</i> (I like playing football) and invite children to repeat. Practise with other playground games, eg <i>Ich spiele gern Verstecken</i>. Play games to practise. Children stand up if the flashcard you are holding corresponds to the German you are saying and sit down if it does not correspond. Children can play Word Ping-Pong in pairs, saying a word each and standing up as they do so (see Unit 1, Section 6). Ask differentiated questions to ascertain which games children like playing: <i>Wer spielt gern Fußball?</i> (Who likes playing football?) <i>Wer spielt gern Verstecken?</i> (Who likes playing Hide and Seek?) Children can respond by putting their hand up or by saying <i>Ich</i>. Some children will be able to answer with a full sentence, eg <i>Ich spiele gern Fußball</i>. Have the phrases on the board for support. Introduce the idea of a favourite game by saying, for example, <i>Ich spiele gern Fußball, ich spiele gern Hickelkasten aber mein Lieblingsspiel ist Gummitwist</i>. (I like playing football, I like playing Hopscotch but my favourite game is elastic skipping.) Help children to understand by using mime. Repeat with other examples and ask the children to say what they think <i>Lieblingsspiel</i> is, using <i>Wie sagt man Lieblingsspiel auf Englisch?</i> Practise the phrase <i>Mein Lieblingsspiel ist ...</i> as a whole class. Mime an activity and the class say, for example, <i>Mein Lieblingsspiel ist Fangen</i>. Some children will be confident enough to reply to the question <i>Was ist dein Lieblingsspiel?</i> with a full answer, eg <i>Mein Lieblingsspiel ist Seilspringen</i>. Extension: Children then mime in pairs or threes. One child does a mime and their partner guesses. If playing in threes, the first person to guess gets a point. Encourage use of <i>Ich habe gewonnen</i>. Extension: Children can be encouraged to include an opinion. <i>Mein Lieblingsspiel ist Fangen. Ich finde Fangen prima</i>. This is a good opportunity to introduce <i>Ich finde ...</i> and discuss how to pronounce it. Children can then express their opinions of all the playground games previously introduced. Children then prepare sentences on their favourite sport. They come to the front of the class (with a partner if they wish) and say the sentence. The class must then mime the sounds <i>ie</i> and <i>ei</i> when they hear them. Keep a tally of children's preferences and count the results in German. For children not ready to give a verbal response, allow them to mime or hold up a flashcard in response to your question. Reinforce sound and spelling links by showing the written words for the playground games as you say them. Give individual text cards to children needing extra support. Children draw a picture to illustrate their favourite playground game then copy and complete <i>Mein Lieblingsspiel ist ...</i> They could include an opinion. Extension: Children take part in a survey about their favourite playground games and create a bar chart. Ask them questions about it, eg <i>Wie viele Kinder spielen gern Fußball?</i> (How many children like playing football?) Encourage a full response, eg <i>Acht Kinder spielen gern Fußball</i>. | <ul style="list-style-type: none"> pronounce numbers 11–20 with increasing accuracy answer simple questions about favourite playground games recognise some familiar words when they see them written | <ul style="list-style-type: none"> You could use a graphics package appropriate to year 3 to record children's preferences and record the results in German. Follow-up: Throughout the week, practise numbers 1–20. Follow-up: Find out about playground games played in other countries by inviting foreign language assistants or speakers of other languages into the classroom. Follow-up: Share information about playground games with a partner school abroad. A good way of checking children's understanding of new German words is to ask <i>Wie sagt man ... auf Englisch?</i> (How do you say ... in English?) |
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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

- Create a labelled display of playground games. Add bar charts comparing children's preferences of playground games. If the school has a link abroad, this information could be researched at the link school and included.
- Children video-record playground and clapping games as well as counting-out rhymes to send to a partner school.
- Children perform or teach a playground game or counting-out game in assembly.

- use German for real purposes to communicate information

- Children can use ICT to record, display and, if appropriate, send information. Handheld video cameras will record the games and can be used to record children's achievements, as well as to share with a partner school abroad.
- Link with literacy work: The first activity links with year 2 literacy work on selecting different presentational features to suit a particular writing style.