

Key stage 2 scheme of work for languages

Overview of German units 13–24

Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 13 Guten Appetit! (Enjoy your meal!)				
<ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions 	<ul style="list-style-type: none"> • Talking about what has been eaten and drunk • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) 	<ul style="list-style-type: none"> • Perfect tense: <i>essen</i> (<i>Ich habe gegessen, Du hast gegessen</i>); <i>trinken</i> (<i>Ich habe getrunken</i>) • <i>lieber</i> (used with <i>Ich mag</i>) • Compound sentences with connectives <i>und</i> and <i>aber</i> • Plurals of nouns 	<ul style="list-style-type: none"> • <i>Ich habe gegessen</i> • <i>Ich habe getrunken</i> • <i>Hast du (eine Banane) gegessen?</i> • <i>Ich mag lieber</i> • <i>und</i> • <i>aber</i> • <i>eine Banane</i> (f) • <i>eine Tomate</i> (f) • <i>ein Butterbrot/Käsebrot/Schinkenbrot</i> (n) • <i>ein Pfannkuchen</i> (m) • <i>Kuchen</i> (m) • <i>Wasser</i> (n) • <i>Chips</i> (m pl) 	<ul style="list-style-type: none"> • ö (as in <i>Öl</i>) • a (as in <i>Tomate, habe, mag</i>) • Segmenting words into phonemes • Synthesising regular words

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Unit 14 Ich bin der Musikant ('I am the Music Man')				
<ul style="list-style-type: none"> Responding to a song in German 	<ul style="list-style-type: none"> Expressing and qualifying opinions (about musical preferences) Expressing future intentions (about playing a musical instrument) 	<ul style="list-style-type: none"> Immediate future: <i>werden</i> + infinitive (<i>Ich werde ... spielen</i>) Adjectives: feminine singular agreement 	<ul style="list-style-type: none"> <i>Geige/Gitarre/Klarinette/Saxophon/Klavier</i> <i>Ich höre gern ...</i> <i>Ich höre nicht gern ...</i> <i>Ich höre lieber ...</i> <i>Die Musik / Sie ist großartig / langweilig / furchtbar</i> <i>Ich werde singen</i> <i>Ich werde ... spielen</i> 	
Unit 15 Auf dem Schulweg (On the way to school)				
<ul style="list-style-type: none"> The alphabet Places in the locality Directions 	<ul style="list-style-type: none"> Describing a journey (to school) Simple directions Using repair strategies to keep a conversation going 	<ul style="list-style-type: none"> The alphabet <i>Ich sehe</i> + accusative Compound nouns 	<ul style="list-style-type: none"> <i>Wenn ich zur Schule gehe, sehe ich ... / gehe ich ...</i> <i>dann</i> <i>danach</i> <i>fünf Minuten später</i> <i>(nach) rechts</i> <i>(nach) links</i> <i>geradeaus</i> <i>Ich verstehe nicht</i> <i>Wiederholen Sie, bitte</i> <i>Langsamer, bitte</i> 	<ul style="list-style-type: none"> Using knowledge of phoneme–grapheme correspondence to synthesise words

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Unit 16 Am Strand (Beach scene)				
<ul style="list-style-type: none"> Responding to a painting Writing and performing a poem 	<ul style="list-style-type: none"> Giving a simple description (of a scene or place) Using adjectives to add interest and detail to a description Writing instructions 	<ul style="list-style-type: none"> Verbs (present tense): third person singular and plural forms Plurals of nouns Adjectival ending -e after definite article <i>der/die/das</i> 	<ul style="list-style-type: none"> <i>der Sand</i> <i>der Himmel</i> <i>der Strand</i> <i>das (kleine) Boot</i> <i>das (blaue) Meer</i> <i>Das Boot segelt</i> <i>Das Meer ist ruhig</i> <i>Das Wetter ist sonnig</i> 	<ul style="list-style-type: none"> st (as in <i>Strand</i>) w (as in <i>Wellen</i>)
Unit 17 Die vier Jahreszeiten (The four seasons)				
<ul style="list-style-type: none"> Responding to a poem Responding to a piece of classical music 	<ul style="list-style-type: none"> Making simple statements (about seasons) Describing the weather (with reference to the present and the past) Using adjectives as antonyms 	<ul style="list-style-type: none"> Preposition: <i>im</i> + season Imperfect tense: <i>sein</i> (<i>Es war kalt, usw.</i>) Word order: inversion of verb and subject when a sentence begins with an adverbial phrase (revision) 	<ul style="list-style-type: none"> <i>der Frühling</i> <i>der Sommer</i> <i>der Herbst</i> <i>der Winter</i> <i>im Frühling/Sommer/Herbst/Winter</i> <i>Das Wetter war kalt, usw.</i> <i>Es war kalt, usw.</i> <i>heiß/kalt</i> <i>hell/dunkel</i> <i>froh/traurig</i> 	<ul style="list-style-type: none"> Using knowledge of phoneme–grapheme correspondence to aid writing

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Unit 18 Die Planeten (The planets)				
<ul style="list-style-type: none"> Planets 	<ul style="list-style-type: none"> Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs 	<ul style="list-style-type: none"> Adjectives: masculine ending after indefinite article (<i>ein</i>), eg <i>ein warmer Planet</i> Qualifier: <i>ziemlich</i> Compound sentences with <i>weil</i> 	<ul style="list-style-type: none"> <i>die Erde</i> <i>der Mond</i> <i>die Sonne</i> <i>nahe an der Sonne</i> <i>weit von der Sonne entfernt</i> <i>das Substantiv(e)</i> <i>der Eigenname(n)</i> <i>das Adjektiv(e)</i> <i>weil</i> <i>ziemlich</i> 	<ul style="list-style-type: none"> Revision of common phonemes Hearing individual phonemes in words and using this to aid writing

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Unit 19 Unsere Schule (Our school)				
<ul style="list-style-type: none"> • Places around the school • Everyday school routines • School subjects • Telling the time 	<ul style="list-style-type: none"> • Making statements (about the school environment and everyday school routines) • Making statements about breaktime activities, with reference to the past • Telling the time using half-hours, quarter-hours and 24-hour clock notation 	<ul style="list-style-type: none"> • Definite and indefinite articles: <i>der/die/das; ein/eine/ein</i> • Questions using <i>Wann?</i> • <i>Hier ist ...</i> • Perfect tense with <i>haben</i>: (<i>Ich habe gespielt/ geholfen/getanzt/ gearbeitet/gesungen</i>) 	<ul style="list-style-type: none"> • <i>der/ein Schulhof</i> • <i>der/ein Sportplatz</i> • <i>die Toiletten</i> (f pl) • <i>die Pause</i> • <i>Ich habe gespielt</i> • <i>Ich habe gearbeitet</i> • <i>Ich habe getanzt</i> • <i>Ich habe geholfen</i> • <i>Ich habe gesungen</i> • <i>Es ist Mittag/Mitternacht</i> • <i>Es ist dreizehn Uhr fünfzehn/ dreißig/fünfundvierzig</i> • <i>halb</i> • <i>Viertel vor</i> • <i>Viertel nach</i> • <i>Hier ist ...</i> • <i>Wir haben ... um ... Uhr</i> • <i>Mathe</i> (f) • <i>Sachkunde</i> (m) • <i>Deutsch</i> (m) • <i>Englisch</i> (m) • <i>Sport</i> (m) 	<ul style="list-style-type: none"> • <i>v</i> (as in <i>vor, von, Viertel</i>)

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Unit 20 Unsere Welt (Our world)				
<ul style="list-style-type: none"> Continents and rivers of the world Study of a non-fiction text 	<ul style="list-style-type: none"> Understanding and naming continents Making statements (about rivers and their geographical features) Making a weather forecast 	<ul style="list-style-type: none"> Simple superlatives Genitive -s, eg <i>Afrikas</i>, <i>Europas</i>, <i>Deutschlands</i> 	<ul style="list-style-type: none"> <i>Europa</i> <i>Südamerika</i> <i>Nordamerika</i> <i>Asien</i> <i>Australasien</i> <i>Antarktika</i> <i>Afrika</i> <i>der/die/das größte</i> <i>der/die/das längste</i> <i>der/die/das höchste</i> <i>die Schweiz</i> <i>Deutschland</i> <i>die Niederlande</i> 	<ul style="list-style-type: none"> <i>eu</i> (as in <i>Europa</i>) Revision of key phonemes

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Unit 21 Ein Besuch im Café (Creating a café)				
<ul style="list-style-type: none"> • Drinks, snacks and ice creams 	<ul style="list-style-type: none"> • Quantities (of food and drink) • Transactional language for a café • Seeking clarification of meaning 	<ul style="list-style-type: none"> • Perfect tense: third person singular (<i>er/sie hat gegessen; er/sie hat getrunken</i>) • Compound nouns (ice cream flavours) 	<ul style="list-style-type: none"> • <i>ein Mineralwasser</i> (n) • <i>ein Milkshake</i> (m) • <i>ein Kaffee</i> (m) • <i>eine Tasse</i> (f) <i>Kaffee</i> • <i>ein Glas</i> (n) <i>Tee</i> • <i>eine heiÙe Schokolade</i> • <i>eine Limonade</i> • <i>ein Butterbrot</i> (n) • <i>eine Pizza</i> • <i>eine Wurst</i> • <i>ein Schokoladeneis/ Vanilleeis/Erdbeereis</i> • <i>Ich verstehe nicht</i> • <i>Nochmal, bitte</i> • <i>Wie bitte?</i> • <i>Guten Appetit!</i> • <i>Wiederholen Sie das bitte</i> • <i>Wiederhole das bitte</i> • <i>Er/sie hat gegessen</i> • <i>Er/sie hat getrunken</i> 	<ul style="list-style-type: none"> • Using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words

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Unit 22 Damals und heute (Then and now)				
<ul style="list-style-type: none"> • Comparison of modern-day settlements with those from a period in the past • Descriptions (of a town) • Writing a guide for tourists 	<ul style="list-style-type: none"> • Making statements (about places in a town) • Asking questions (about places in a town) • Giving a description (of a town) • Saying the year (eg <i>neunzehnhundertachtzig</i>) 	<ul style="list-style-type: none"> • Imperfect tense: <i>geben</i> (<i>Es gab</i>) • Inversion of verb and subject after <i>heute</i> or <i>damals</i>, eg <i>heute gibt es ... damals gab es ...</i> • <i>viele/wenige</i> 	<ul style="list-style-type: none"> • <i>tausend</i> • <i>der/ein Supermarkt</i> • <i>der/ein Park</i> • <i>die/eine Bäckerei</i> • <i>die/eine Metzgerei</i> • <i>das/ein Lebensmittelgeschäft</i> • <i>das/ein Fischgeschäft</i> • <i>Damals gab es ...</i> • <i>Es gab</i> • <i>heute</i> • <i>viele</i> • <i>wenige</i> 	<ul style="list-style-type: none"> • z (as in <i>-zig</i>)

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Unit 23 Im Freizeitpark (At the theme park)				
<ul style="list-style-type: none"> • Entertainment • Money 	<ul style="list-style-type: none"> • Making statements about a visit to a theme park, referring to the past • Expressing an opinion about what a theme park ride was like 	<ul style="list-style-type: none"> • Perfect tense with <i>haben</i>: <i>sehen (Ich habe gesehen); hören (Ich habe gehört)</i> • Perfect tense with <i>sein</i>: <i>fahren (Ich bin gefahren)</i> 	<ul style="list-style-type: none"> • <i>der Freizeitpark</i> • <i>die Eintrittskarte</i> • <i>aufregend</i> • <i>gruselig</i> • <i>schnell</i> • <i>lustig</i> • <i>klasse</i> • <i>Ich war im Freizeitpark</i> • <i>Ich bin mit der Geisterbahn gefahren</i> • <i>Ich habe ... gesehen</i> • <i>Ich habe ... gehört</i> 	

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Unit 24 Was gibt's Neues? (What's in the news?)				
<ul style="list-style-type: none"> • Celebration and consolidation of learning • Looking at German newspapers • Writing a newspaper article 	<ul style="list-style-type: none"> • Making statements (about columns or sections in a newspaper) • Expressing and justifying opinions (using <i>da</i>) 	<ul style="list-style-type: none"> • Word order after <i>da</i> • <i>finden</i> (for giving an opinion): first and third person singular • Asking questions using <i>Warum?</i> • Responding to questions using <i>weil</i> • Use of <i>gern</i> after the verb <i>lesen</i> 	<ul style="list-style-type: none"> • <i>Mode</i> • <i>Essen und Getränke</i> • <i>Rezepte</i> • <i>die Sportseiten</i> • <i>Wetter</i> • <i>da</i> • <i>Ich finde</i> • <i>Er/sie findet</i> 	<ul style="list-style-type: none"> • Consolidation of phoneme–grapheme correspondence

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Framework objectives	Units					
	13	14	15	16	17	18
Oracy						
O5.1		●			●	
O5.2	●	●			●	
O5.3	●	●	●	●	●	●
O5.4		●	●		●	●
Literacy						
L5.1	●		●	●	●	
L5.2	●	●	●	●	●	●
L5.3	●	●	●	●	●	●
Intercultural understanding						
IU5.1	●		●			
IU5.2				●		
IU5.3	●	●				

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Framework objectives	Units					
	19	20	21	22	23	24
Oracy						
O6.1			●	●	●	
O6.2			●	●	●	●
O6.3	●	●		●	●	●
O6.4	●	●	●	●	●	●
Literacy						
L6.1	●	●	●	●	●	●
L6.2			●			●
L6.3		●	●	●	●	●
L6.4	●	●	●	●	●	●
Intercultural understanding						
IU6.1	●		●	●		
IU6.2		●	●			
IU6.3				●	●	