



## German @THS - Progression of Knowledge

### **Substantive Knowledge**

This is the carefully sequenced, factual knowledge learnt in German lessons: the vocabulary, phonics and linguistic structures (grammar) that are taught in every unit and recycled progressively throughout the primary curriculum. Substantive knowledge also includes pupils' knowledge about Germany and important cultural events in the German-speaking world.

### **Disciplinary Knowledge**

This is what pupils are expected to be able to do with the content presented and learnt in each unit: the language skills that are key to becoming a confident and capable linguist. This includes listening, speaking, reading and writing skills, strategies to decode unfamiliar words, and an understanding of how to apply grammatical rules in different contexts. The aim is to teach pupils to become more independent learners who can use and manipulate German more creatively and with increased accuracy. As they move through the primary phase, pupils will learn to say more, to write more and to understand more of what they hear and read using a growing knowledge and understanding of the German language. In addition, pupils will be regularly encouraged to make links with their home language(s) and, as they move through Year 6, to understand that these language skills are transferrable and can be applied to other language(s) that they go on to study in KS3.

## **National Curriculum Programme of Study**

These targets are revisited and developed regularly throughout KS1 and KS2. In KS1, the focus is on listening and speaking only (oracy), while in KS2 equal emphasis is given to both oracy and literacy.

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

# Termly Units

|                                                                                       | Year 1                                                                                                                                                                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                                                                                                                                            | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Autumn 1</b><br><br>*Vocab/grammar in bold is being introduced for the first time. | <b>First Steps in German</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> greetings*, how are you, instructions, colours</li> <li><b>Grammar:</b> I am</li> <li><b>Story:</b> Say Hello to the Baby Animals</li> <li><b>Culture:</b> Germany on a map, the German flag</li> </ul>                   | <b>My Favourite Things</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> countries, colours, numbers, animals, actions, fruit, breakfast food. <b>Extra personalised vocab.</b></li> <li><b>Grammar:</b> I am, I like, I don't like, <b>Do you like?</b>, I can</li> <li><b>Story:</b> Von Kopf bis Fuß</li> <li><b>Culture:</b> European Day of Languages (W3)</li> </ul> | <b>My Classroom</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> classroom objects, greetings, colours, numbers</li> <li><b>Grammar:</b> nouns – capital letters, <b>indefinite articles (einen/eine/ein)</b>, plurals; verbs – I have, <b>Do you have?</b> Can I please have?; conjunction 'und'</li> <li><b>Phonics:</b> long/short a, u and i; ü, sch/st/sp</li> <li><b>Story:</b> <u>Connis erster Schultag</u></li> <li><b>Culture:</b> Schultüten, EDL</li> </ul> | <b>Countries and Languages</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> GTKY questions, countries, languages, colours, numbers</li> <li><b>Grammar:</b> <b>Ich bin vs du bist</b>; <b>question formation</b>, conjunctions 'und/aber'</li> <li><b>Phonics:</b> ß vs ss, w, eu, long/short a, i, o, e</li> <li><b>Story:</b> <u>Kleiner Weißer Fisch</u></li> <li><b>Culture:</b> European Day of Languages (W3), flags</li> </ul>                                       | <b>My Family</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> family (ext. from Y2); basic all about me information; countries and languages; <b>how are you? + reasons why (weather, feelings etc)</b></li> <li><b>Grammar:</b> <b>pronouns, possessive adjectives</b>, question formation, verb to have (I have – Do you have?); genders and articles</li> <li><b>Phonics:</b> er/-er, ä/a, ö/o, ü/u</li> <li><b>Culture:</b> EDL</li> </ul> | <b>Food and Drink</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> fruit (sg/pl), <b>fruit adjectives, traditional food</b>, countries+langs</li> <li><b>Grammar:</b> gender names, articles, capitalisation of nouns, identifying parts of speech, conjunction 'weil' (because), <b>plurals, verb to be (they are)</b></li> <li><b>Phonics:</b> in topic vocab</li> <li><b>Culture:</b> traditional food, EDL</li> </ul> |
| <b>Autumn 2</b>                                                                       | <b>First Steps in German</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> numbers 1-10 (+recap all prev. vocab)</li> <li><b>Grammar:</b> I am, I like</li> <li><b>Story:</b> Cat's Colours</li> <li><b>Culture:</b> St Martin's Day (W2), Christmas (W6-7)</li> </ul>                               | <b>My Favourite Things</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> clothes, colours in a sentence</li> <li><b>Grammar:</b> <b>Identifying nouns, definite articles (der/die/das)</b></li> <li><b>Story:</b> <u>Das Picobello Mäuschen</u></li> <li><b>Culture:</b> St Martin's Day (W2), Christmas (W6-7)</li> </ul>                                                 | <b>Winter and Christmas</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> seasons, Christmas objects, months</li> <li><b>Grammar:</b> nouns – capital letters, articles, plurals; verbs to have and to like; nicht for negation, conjunctions und, aber</li> <li><b>Phonics:</b> j, w, r, au, är, w, ß (+recap of Aut 1)</li> <li><b>Story:</b> <u>Der Weihnachtsbaum</u></li> <li><b>Culture:</b> St Martin's Day (W2), Christmas (W5-7)</li> </ul>                     | <b>My Free Time</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> hobbies, winter activities, days of the week, months, weather, things I like (animals/colours/fruit)</li> <li><b>Grammar:</b> <b>conjugating regular verbs (I/you)</b>, question formation, conjunctions 'und/aber'</li> <li><b>Phonics:</b> ch, r, -e, ie, e, ee, sch/sp/st</li> <li><b>Story:</b> <u>Mein erstes Laternenfest</u></li> <li><b>Culture:</b> Martinstag, Nikolaustag, Christmas</li> </ul> | <b>My Family</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> family, ages, birthdays, hobbies, weather, days</li> <li><b>Grammar:</b> pronouns, possessive adjectives, question formation, <b>conjugating regular verbs (I, he/she); sg vs plural</b></li> <li><b>Phonics:</b> th, ee, weak g/d/b</li> <li><b>Story:</b> <u>Das Wasserscheue Krokodil</u></li> <li><b>Culture:</b> Martinstag, Nikolaustag, Christmas</li> </ul>              | <b>Food and Drink</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> fruit (sg/pl), <b>ordering food</b></li> <li><b>Grammar:</b> <b>ich hätte gerne/ich möchte/kann ich bitte ... haben.</b></li> <li><b>Phonics:</b> in topic vocab</li> <li><b>Story:</b> <u>Die Kleine Raupe Nimmersatt</u></li> <li><b>Culture:</b> traditional food, Berlin Wall, Christmas markets, Christmas songs</li> </ul>                       |
| <b>Spring 1</b>                                                                       | <b>Animals and Actions</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> action verbs, zoo animals (plural), please/thank you (+recap all prev. vocab)</li> <li><b>Grammar:</b> I like</li> <li><b>Story:</b> <u>Where's the little crocodile?</u></li> <li><b>Culture:</b> Karneval (W6)</li> </ul> | <b>Animal Families</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> farm animals (singular), zoo animals (plural), colours, actions</li> <li><b>Grammar:</b> I am, I can, Identifying nouns, <b>Are you?</b></li> <li><b>Story:</b> <u>Bist du meine Mama?</u></li> <li><b>Culture:</b> Karneval (W6), animal sounds in German</li> </ul>                                 | <b>Calendar and Birthdays</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> How old are you?, numbers 1-20, <b>When is your birthday?</b> <b>Extra song vocab</b></li> <li><b>Grammar:</b> nouns – capital letters, verbs – to be and to have (all forms)</li> <li><b>Phonics:</b> w, ei vs ie, e</li> <li><b>Story:</b> <u>Eins, Zwei, Papagei poem</u></li> </ul>                                                                                                      | <b>My Free Time</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> hobbies, days of the week, months, weather, objects</li> <li><b>Grammar:</b> conjugating regular verbs (I/you), question formation, conjunctions und/aber, <b>negation with 'nicht'</b></li> <li><b>Phonics:</b> -ei vs ie, au vs eu, s vs z sounds in days</li> </ul>                                                                                                                                     | <b>My School</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> classroom objects, <b>school subjects, adjectives</b></li> <li><b>Grammar:</b> gender names, definite/indefinite articles, verb to have, identifying nouns and verbs, <b>negation with kein; conjunction 'because'</b></li> <li><b>Phonics:</b> in topic vocab</li> </ul>                                                                                                        | <b>All About Me</b> <ul style="list-style-type: none"> <li><b>Vocab:</b> All known vocab can be revised and extended; numbers 1-10,000</li> <li><b>Grammar:</b> <b>conjugating regular verbs (I, you, he/she/it); ordinal numbers</b>; question formation</li> </ul>                                                                                                                                                              |

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|          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Culture:</b> traditional counting rhyme, happy birthday song, Karneval (wk 6)</li> </ul>                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <b>Culture:</b> Karneval (W6), popular sports</li> </ul>                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <b>Culture:</b> school in Germany/Austria, Karneval (W6)</li> </ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <b>Phonics:</b> All known phonics can be used independently.</li> <li>• <b>Culture:</b> Birthday traditions, Karneval (W6)</li> </ul>                                                                                                                                                                                                                      |
| Spring 2 | <b>Animals and Actions</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> action verbs, zoo animals (plural), (+recap all prev. vocab)</li> <li>• <b>Grammar:</b> I am, I like, I don't like</li> <li>• <b>Story:</b> <u>Little White Fish</u></li> <li>• <b>Culture:</b> Mother Lang Day (W1), Easter (W5)</li> </ul> | <b>Animal Families</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> family, animals, actions, colours, numbers, <b>body parts (receptive only)</b></li> <li>• <b>Grammar:</b> I am, I can, I like, <b>That is...</b></li> <li>• <b>Story:</b> <u>Kleiner Drache, nicht streiten; Familien</u></li> <li>• <b>Culture:</b> Mother Lang Day (W1), WBD (W2), Easter (W5)</li> </ul> | <b>Calendar and Birthdays</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> days of the week, colours, months, sports (ext. from Y2)</li> <li>• <b>Grammar:</b> nouns – capitals, verbs to have and to like; conjunctions und+aber</li> <li>• <b>Phonics:</b> ch, long/short o, sounds in days</li> <li>• <b>Story:</b> <u>Der Wolf, der seine Farbe ändern wollte</u></li> <li>• <b>Culture:</b> Mother Lang Day (W1), Easter (W5)</li> </ul> | <b>Parts of the Body</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> colours, clothes, <b>body</b>, numbers</li> <li>• <b>Grammar:</b> plural nouns, question formation, verb to be (I am – are you?) and to have (I have – do you have?)</li> <li>• <b>Phonics:</b> u vs ü, a vs ä, o vs ö, kn, v vs w, äu vs au</li> <li>• <b>Story:</b> <u>Von Kopf bis Fuß</u></li> <li>• <b>Culture:</b> MLD, WBD, Easter</li> </ul> | <b>My School</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> school subjects, school adjectives, name, age, days, sports</li> <li>• <b>Grammar:</b> conjunction 'because'; first person verbs</li> <li>• <b>Phonics:</b> in topic vocab</li> <li>• <b>Story:</b> <u>Ich bin wie du</u></li> <li>• <b>Culture:</b> MLD, Karneval, WBD</li> </ul>                                      | <b>All About Me</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> All known vocab can be revised and extended.</li> <li>• <b>Grammar:</b> All known grammar can be revised.</li> <li>• <b>Phonics:</b> All known phonics can be used independently.</li> <li>• <b>Story:</b> <u>Ich bin ich (poem)</u></li> <li>• <b>Culture:</b> MLD, Karneval, Eid, WBD, traditional poem</li> </ul>     |
| Summer 1 | <b>My Favourite Foods</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> fruit (plural) (+colours in a sentence, counting fruits)</li> <li>• <b>Grammar:</b> I like, I don't like</li> <li>• <b>Story:</b> <u>The Very Hungry Caterpillar</u></li> </ul>                                                               | <b>Summer</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> sports activities, action verbs</li> <li>• <b>Grammar:</b> I am, I can, I like <b>Can you? Yes I can / No I can't</b></li> <li>• <b>Story:</b> <u>Von Kopf bis Fuß</u></li> </ul>                                                                                                                                    | <b>Clothes and Weather</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> Clothes (ext. from Y2)</li> <li>• <b>Grammar:</b> nouns – capitals, definite articles; <b>identifying nouns and verbs;</b> verb to have (all forms); conjunctions und+aber</li> <li>• <b>Story:</b> <u>Bilingual picture dictionary</u></li> <li>• <b>Phonics:</b> -e, ä/a, ö/o, ü/u, sch/sp/st</li> </ul>                                                            | <b>Animal Alphabet</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> animals and action verbs (recapped +new), colours, parts of the body, <b>letter names</b></li> <li>• <b>Grammar:</b> parts of speech, plurals, gender, def/indef articles</li> <li>• <b>Phonics:</b> in topic vocab</li> <li>• <b>Story:</b> <u>Brauner Bär</u></li> </ul>                                                                             | <b>Remembering and Creating</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> Numbers 1-100, core sticky vocab</li> <li>• <b>Grammar:</b> verbs 'to be', 'to like' and 'to have' in various forms; conjunction 'because';</li> <li>• <b>Phonics:</b> recap</li> <li>• <b>Culture:</b> Eurovision</li> </ul>                                                                            | <b>Introduction to French and Spanish</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> greetings, numbers 1-10, name and age, colours</li> <li>• <b>Grammar:</b> I am called, verb to be (I am – are you?), I like / I don't like</li> <li>• <b>Phonics:</b> noticing sounds in key vocab</li> <li>• <b>Culture:</b> Eurovision, countries where French and Spanish are spoken</li> </ul> |
| Summer 2 | <b>My Favourite Foods</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> breakfast foods (+recap all prev. vocab)</li> <li>• <b>Grammar:</b> I am, I like, I don't like</li> <li>• <b>Story:</b> <u>The Tiger who came to Tea</u></li> <li>• <b>Culture:</b> a traditional German breakfast</li> </ul>                 | <b>Summer</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> ice-cream flavours, fruit, colours, numbers, family, actions, clothes</li> <li>• <b>Grammar:</b> Can I please have...?, conjunction 'und', I like / Do you like? capital letters</li> <li>• <b>Story:</b> <u>Ein Jahr mit uns</u></li> <li>• <b>Culture:</b> summer on the North Sea coast</li> </ul>                | <b>Clothes and Weather</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> clothes, weather, months, holidays</li> <li>• <b>Grammar:</b> sentences with 'Es (ist)...', verb to have, I'm wearing; conj. Und+aber</li> <li>• <b>Phonics:</b> ig, recap all phonics</li> <li>• <b>Story:</b> <u>Ein Jahr mit uns</u></li> <li>• <b>Culture:</b> Weather in Ger, Aus and Switz,</li> </ul>                                                          | <b>Animal Alphabet</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> animals and action verbs, body, <b>habitats</b></li> <li>• <b>Grammar:</b> Recapping key 1<sup>st</sup> person verbs, negation with 'nicht', question formation</li> <li>• <b>Phonics:</b> in topic vocab</li> <li>• <b>Story:</b> <u>Tiere der Welt – Wimmelbuch</u></li> <li>• <b>Culture:</b> German children's books</li> </ul>                    | <b>Remembering and Creating</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> Numbers 1-100, core sticky vocab</li> <li>• <b>Grammar:</b> verbs 'to be', 'to like' and 'to have' in various forms; first person verbs, parts of speech, gender and articles; question formation</li> <li>• <b>Phonics:</b> recap</li> <li>• <b>Culture:</b> cultural quiz, children's books</li> </ul> | <b>Introduction to French and Spanish</b> <ul style="list-style-type: none"> <li>• <b>Vocab:</b> greetings, numbers 1-10, name and age, colours</li> <li>• <b>Grammar:</b> I am called, verb to be (I am – are you?), I like / I don't like</li> <li>• <b>Phonics:</b> noticing sounds in key vocab</li> <li>• <b>Culture:</b> introduction to countries where French</li> </ul>                    |

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|  |  |  | summer on the North<br>Sea coast |  |  | and Spanish are spoken<br>around the world |
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## Adapting the curriculum for pupils with SEND in languages

- Adaptive teaching: the teacher continually adapts her teaching to better match pupils' needs, and provides opportunities for all pupils to experience success.
- Language classes are always multi-sensory and use many whole class teaching strategies that are particularly supportive for pupils with SEND. This includes the use of repetition through a variety of fun games and activities, over-learning of key structures and vocabulary, songs and rhymes, movement activities, flashcards with pictures and audio, short activities and collaborative learning.
- Lessons follow a predictable structure, starting with routines which are 'over-learned' to enable all pupils to take part confidently. This builds pupils' self-esteem and encourages them to see themselves as able to learn languages,
- The curriculum is broken into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- New vocabulary is always introduced with visuals and / or actions. Pupils with SEND may then have new vocabulary on a handout with the visuals so that they retain this support for longer than other pupils, to reduce demand on working memory, promote independence and reduce anxiety.
- Key instructions are given in German first. In order for all pupils to understand, this means that only short, simple instructions are given, and these are always supported by actions or visuals. Pupils are asked to discuss in pairs what they need to do, then stronger pupils are chosen to re-explain in English to the class. If needed, the teacher or TA then goes to pupils with SEND to start them off on the task.
- For reading and writing tasks (in KS2 only), a variety of additional scaffolds are used, such as knowledge organisers, additional visual stimuli or adult support.
- For pupils with a visual impairment, texts are enlarged and clear fonts are used. Texts can be read aloud by a partner, TA or teacher when necessary.
- D/deaf pupils can benefit from the use of British Sign Language (BSL) signs alongside key vocabulary. This is always discussed with the whole class, to promote understanding and appreciation of BSL as a complete and beautiful language in its own right. The teacher also makes sure that D/deaf pupils can see her mouth clearly when pronouncing new words, and that all pupils can copy this together to improve pronunciation without causing anxiety.
- Dyslexic pupils benefit from well-spaced print, non-white backgrounds to slides and individual copies of text on the whiteboard.

## End points:

**By the end of KS1, children will** have enjoyed fun early learning activities in German, such as songs, games, stories and craft activities, enabling them to build a positive association with German and language learning more generally. They will be able to recall the core ‘sticky’ vocabulary of colours and numbers to ten and will be able to say simple sentences to introduce themselves and say some things they like and don’t like.

**By the end of KS2, children will** be able to have a simple conversation in German about themselves, giving opinions about things they enjoy and explaining why. They will be able to read and understand short texts, using a range of strategies to work out the meaning of unknown words. They will also be able to write their own responses, using a selection of basic grammatical structures securely and manipulating language to craft their own response.

## Substantive Knowledge

|          | Year 1                                                                                                                                                                                                                                                                                                                                                            | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Autumn 1 | <b>First Steps in German</b> <ul style="list-style-type: none"> <li>Understand and respond to 5 greetings.</li> <li>Copy a sentence using the structure ‘Ich bin’.</li> <li>Answer the question ‘How are you?’</li> <li>Understand and respond to 5 instructions.</li> <li>Identify primary and secondary colours.</li> <li>Recognise the German flag.</li> </ul> | <b>My Favourite Things</b> <ul style="list-style-type: none"> <li>Greet somebody, introduce myself and say how old I am.</li> <li>Say (/copy) sentences using the structures ‘Ich bin’, ‘Ich mag’ and ‘Ich kann’.</li> <li>Say which colours, fruit and animals I like and dislike.</li> <li>Understand animal descriptions using colours, numbers and action verbs.</li> <li>Say what I can do using action verbs.</li> <li>Recognise several flags and greetings in different languages.</li> </ul> | <b>My Classroom</b> <ul style="list-style-type: none"> <li>Understand and name 5 or more classroom objects.</li> <li>Say a sentence with the structure ‘I have’ and conjunction ‘und’ (and).</li> <li>Introduce myself and say which country/ countries I’m from.</li> <li>Ask and answer the question ‘Do you have?’</li> <li>Say a sentence using the structure ‘Can I please have...?’</li> <li>Spell colours using phonics sounds.</li> <li>Know that German children get a ‘Schultüte’ on the first day of school.</li> </ul> | <b>Countries and Languages</b> <ul style="list-style-type: none"> <li>Ask and answer the questions ‘What’s your name?’, ‘How old are you?’ and ‘Where do you live?’</li> <li>Understand and name 7 countries and languages.</li> <li>Describe a flag in speaking and writing.</li> <li>Say a sentence with the conjunctions ‘und’ and ‘aber’.</li> <li>Use an adjective in a sentence with a pronoun or the noun.</li> <li>Name the 3 German-speaking countries and recognise their flags.</li> <li>Use the structures ‘Ich bin’ and ‘du bist’.</li> <li>Phonics: long and short vowels.</li> </ul> | <b>My Family</b> <ul style="list-style-type: none"> <li>Understand and name 7-9 family members.</li> <li>Ask and answer the question ‘How are you?’, using the conjunction because to give a reason.</li> <li>Ask and answer the questions ‘Do you have any brothers or sisters?’</li> <li>Understand and use the pronouns I, you, he and she correctly.</li> <li>Form the plural of brother and sister.</li> <li>Know the three genders (m/f/n) and matching definite articles (der/die/das)</li> </ul> | <b>Food and Drink</b> <ul style="list-style-type: none"> <li>Understand and name 10 pieces of fruit, together with the correct gender and articles.</li> <li>Know the three genders (m/f/n) and matching definite and indefinite articles.</li> <li>Ask and answer the questions ‘What fruit do you (not) like?’ and ‘What’s your favourite fruit?’</li> <li>Understand how to form plural nouns.</li> <li>Understand 5 adjectives to describe fruits.</li> </ul> |
| Autumn 2 | <b>First Steps in German</b> <ul style="list-style-type: none"> <li>Copy a sentence using the structure ‘Ich mag’.</li> </ul>                                                                                                                                                                                                                                     | <b>My Favourite Things</b> <ul style="list-style-type: none"> <li>Identify and name 5 items of clothing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Winter and Christmas</b> <ul style="list-style-type: none"> <li>Say the months of the year in order.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>My Free Time</b> <ul style="list-style-type: none"> <li>Understand and name 7 free-time activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>My Family</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Food and Drink</b> <ul style="list-style-type: none"> <li>Be able to order food using the structures ‘I</li> </ul>                                                                                                                                                                                                                                                                                                                                             |

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|                 | <ul style="list-style-type: none"> <li>• Say the colours I like.</li> <li>• Count from 1-10.</li> <li>• Say a fact about German winter and Christmas celebrations.</li> <li>• Wish somebody a happy Christmas.</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Say the colour of different clothes.</li> <li>• Sing the song 'Laterne, Laterne'</li> <li>• Say a fact about Nikolaus and Christmas.</li> <li>• Sing the song 'Kling Glöckchen Klingelingeling'</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Sing the songs Laterne, Laterne, die Jahresuhr and Oh Tannenbaum.</li> <li>• Say which months I like and dislike, using the conjunctions 'und' and 'aber'.</li> <li>• Use the 1<sup>st</sup> and 2<sup>nd</sup> person pronouns with a common verb (Ich mag...was magst du?).</li> <li>• Say a fact about Nikolaus and Christmas in Germany.</li> </ul>       | <ul style="list-style-type: none"> <li>• Say and write an activity I do each day of the week.</li> <li>• Say and write activities I do in different weathers.</li> <li>• Know that first person verbs need the ending 'e'.</li> <li>• Say a fact about winter activities in Germany.</li> </ul> | <ul style="list-style-type: none"> <li>• Hold a sentence in my head and dictate it to a partner.</li> <li>• Say how old my family members are and what they like / don't like.</li> <li>• Sing the song Lass uns froh und munter sein.</li> <li>• Investigate patterns in plural formation.</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• would like' and 'Please can I have'.</li> <li>• Know that Germany was divided after WW2.</li> <li>• Know some differences between life in East and West Germany.</li> <li>• Use adjectives and the structure 'weil' to describe a fruit kebab.</li> <li>• Use the structure 'weil' to give a reason why I like / don't like different songs.</li> </ul>                                                                                                                    |
| <b>Spring 1</b> | <b>Animals and Actions</b> <ul style="list-style-type: none"> <li>• Understand and respond to 5 verbs.</li> <li>• Identify and name 5 animals.</li> <li>• Count how many animals are in a picture.</li> <li>• Listen and match the animal to its description (colour/action verb)</li> <li>• Say please and thank you.</li> <li>• Say a fact about Karneval in Germany.</li> </ul> | <b>Animal Families</b> <ul style="list-style-type: none"> <li>• Identify and name 5 new animals.</li> <li>• Say a sentence using ,Ich bin' + animal.</li> <li>• Know that animal sounds can be different in different languages.</li> <li>• Construct a simple sentence to describe a farm animal.</li> <li>• Ask politely for colours.</li> </ul> | <b>Calendar and Birthdays</b> <ul style="list-style-type: none"> <li>• Count from 1-20.</li> <li>• Spell numbers 1-10 using phonics sounds.</li> <li>• Ask and answer the question 'How old are you?'</li> <li>• Recite the poem '12 Papagei' in a group.</li> <li>• Ask and answer the question 'When is your birthday?'</li> <li>• Write sentences about my name, my age and my birthday.</li> </ul> | <b>My Free Time</b> <ul style="list-style-type: none"> <li>• Make sentences negative by adding 'nicht'.</li> <li>• Form questions by inverting the subject and verb.</li> <li>• Say a fact about Karneval in Germany.</li> </ul>                                                                | <b>My School</b> <ul style="list-style-type: none"> <li>• Identify similarities and differences between schools in England and Germany.</li> <li>• Understand and say 7+ classroom objects.</li> <li>• Make sentences negative using 'kein'.</li> <li>• Use the verb 'to have' in statements and questions.</li> <li>• Understand and name 7+ school subjects.</li> <li>• Know that the conjunction 'because' sends the verb to the end of the clause.</li> <li>• Use the structure 'weil' to give a reason why I like / don't like particular subjects.</li> </ul> | <b>All About Me</b> <ul style="list-style-type: none"> <li>• Understand and form numbers to 10,000.</li> <li>• Understand and form ordinal numbers to 31<sup>st</sup>.</li> <li>• Ask and answer questions about my and others' ages and birthdays.</li> <li>• Understand the concept of verb conjugation.</li> <li>• Be familiar with the conjugation of 'sein' (to be) and 'haben' (to have).</li> <li>• Conjugate regular verbs in the present tense.</li> <li>• Form questions in the present tense.</li> </ul> |
| <b>Spring 2</b> | <b>Animals and Actions</b> <ul style="list-style-type: none"> <li>• Say which animals I like, using the structure 'Ich mag'</li> <li>• Say which animals I don't like, using the structure 'Ich mag...nicht'</li> <li>• Wish somebody a happy Easter.</li> </ul>                                                                                                                   | <b>Animal Families</b> <ul style="list-style-type: none"> <li>• Identify and name 5 family members.</li> <li>• Draw and label my family tree or an animal family.</li> <li>• Understand parts of the body.</li> </ul>                                                                                                                              | <b>Calendar and Birthdays</b> <ul style="list-style-type: none"> <li>• Understand, say and write the days of the week.</li> <li>• Say which days of the week I like/dislike, using the conjunctions 'und' and 'aber'.</li> <li>• Understand and say which sports I play on different days of the week.</li> </ul>                                                                                      | <b>Parts of the Body</b> <ul style="list-style-type: none"> <li>• Understand and name 7 parts of the body.</li> <li>• Know that German nouns belong to one of 3 genders (m/f/n) and always start with a capital letter.</li> <li>• Sing the song 'Kopf, Schulter, Knie und Fuß'.</li> </ul>     | <b>My School</b> <ul style="list-style-type: none"> <li>• Understand and name 6+ adjectives to describe school subjects.</li> <li>• Use the structure 'weil' to give a reason why I like / don't like particular subjects.</li> <li>• Use a range of high frequency verbs in the 1<sup>st</sup> person (Ich bin, Ich</li> </ul>                                                                                                                                                                                                                                     | <b>All About Me</b> <ul style="list-style-type: none"> <li>• Use the structure 'weil' to say which languages I speak / would like to learn and why.</li> <li>• Conjugate regular verbs in the present tense.</li> <li>• Form questions in the present tense.</li> <li>• Use a range of structures to speak and write about myself.</li> </ul>                                                                                                                                                                       |

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|                 |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Say a fact about German Easter celebrations.</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Design and label a monster and an Easter animal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      | habe, Ich mag, Ich möchte, Ich kann)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Summer 1</b> | <b>My Favourite Foods</b> <ul style="list-style-type: none"> <li>Identify and name 5 fruits.</li> <li>Say which fruits I like and don't like.</li> <li>Say what colour different fruits are.</li> <li>Count how many of each fruit there are.</li> <li>Role play the story of the Very Hungry Caterpillar.</li> </ul>                                                   | <b>Summer</b> <ul style="list-style-type: none"> <li>Identify and name 5 sports activities.</li> <li>Ask and answer the question 'Can you...?'</li> <li>Say which sports activities I like and can do.</li> <li>Say some sports that are played in Germany/Austria.</li> </ul>                                                                                                                                                                                                  | <b>Clothes and Weather</b> <ul style="list-style-type: none"> <li>Understand, say, read and write 5+ clothes words.</li> <li>Know that German has 3 genders (m/f/n), represented by der/die/das.</li> <li>Use the structure 'Can I please have' to ask for clothes.</li> <li>Identify nouns and verbs.</li> <li>Know that German nouns start with a capital letter wherever they are in a sentence.</li> </ul> | <b>Animal Alphabet</b> <ul style="list-style-type: none"> <li>Say or sing the alphabet in order.</li> <li>Sing an alphabet song.</li> <li>Spell my name aloud.</li> <li>Understand and name an animal beginning with almost every letter of the alphabet.</li> <li>Identify nouns, verbs, adjectives, pronouns and conjunctions.</li> <li>Use an adjective in a sentence with a pronoun or the noun.</li> </ul>                                         | <b>Remembering and Creating</b> <ul style="list-style-type: none"> <li>Count fluently to 100.</li> <li>Know the pattern for forming larger numbers.</li> <li>Use the structure 'weil' to give a reason why I like / don't like different songs.</li> <li>Know all the key phonics sounds and how they differ from English.</li> <li>Say and write from memory all my core sticky vocabulary (colours, numbers, days, months, key verbs, greetings, conjunctions)</li> </ul>                                                                                                                                          | <b>Introduction to French and Spanish</b> <ul style="list-style-type: none"> <li>Use the structure 'weil' to give a reason why I like / don't like different songs (in German)</li> <li>Name several Spanish and French speaking countries around the world.</li> <li>Know what skills make a good language learner.</li> <li>Know that languages belong to families.</li> <li>Understand and say some greetings in Spanish and French.</li> <li>Count to 10 in Spanish and French.</li> </ul> |
| <b>Summer 2</b> | <b>My Favourite Foods</b> <ul style="list-style-type: none"> <li>Complete a survey about favourite fruits.</li> <li>Say how a traditional German breakfast is similar / different to mine.</li> <li>(Consolidation) Identify and name some colours, numbers, animals and foods.</li> <li>(Consolidation) Say a simple sentence using 'Ich bin' and 'Ich mag'</li> </ul> | <b>Summer</b> <ul style="list-style-type: none"> <li>Copy a sentence using the conjunction 'und'.</li> <li>Identify and name 5 ice-cream flavours.</li> <li>Say which fruit and ice-cream flavours I like and dislike.</li> <li>Ask a question using the structure 'Can I please have...?'</li> <li>Have a polite conversation in an ice-cream shop.</li> <li>(Consolidation) Name colours, numbers, clothes, animals, family, sports, fruit and ice-cream flavours.</li> </ul> | <b>Clothes and Weather</b> <ul style="list-style-type: none"> <li>Understand, say, read and write weather phrases.</li> <li>Say which clothes I would wear in different weathers.</li> <li>Use the verb haben (to have) in the forms 'I have', 'Do you have?' and 'Can I please have?'</li> <li>(Consolidation of core sticky vocab and structures.)</li> </ul>                                                | <b>Animal Alphabet</b> <ul style="list-style-type: none"> <li>Say and write a sentence from memory about animals I like and don't like.</li> <li>Say and write core sticky vocab (colours, numbers, days, months) from memory.</li> <li>Say and write sentences to describe an animal.</li> <li>Complete sentences using the structures Ich bin, Ich habe, Ich kann and Ich wohne.</li> <li>Ask questions by inverting the subject and verb.</li> </ul> | <b>Remembering and Creating</b> <ul style="list-style-type: none"> <li>Ask and answer questions about my name, age, birthday, family, school and favourite things.</li> <li>Use a range of high frequency verbs in the 1<sup>st</sup> person (Ich bin, Ich habe, Ich mag, Ich möchte, Ich kann).</li> <li>Be familiar with the concept of verb conjugation and the first/second person verb endings.</li> <li>Identify nouns, verbs, adjectives, pronouns and conjunctions.</li> <li>Know the three genders (m/f/n) and matching definite articles (der/die/das) and indefinite articles (einen/eine/ein)</li> </ul> | <b>Introduction to French and Spanish</b> <ul style="list-style-type: none"> <li>Understand and say 5+ colours in French and Spanish.</li> <li>Say which colours I like / don't like in French and Spanish.</li> <li>Say how old I am in French and Spanish.</li> </ul>                                                                                                                                                                                                                        |

## Disciplinary knowledge:

Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

|                               | KS1(early MFL)                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                     | KS2 (statutory MFL lessons)                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                               | Year 1                                                                                                                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                                                                                              | Year 3                                                                                                                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Speaking and listening</b> | <p>Listen and join in with actions and mime</p> <p>Join in with actions of simple, familiar songs.</p> <p>Copy a simple sentence using 'ich mag' or 'ich bin', with adult support</p> <p>Identify words from familiar topics.</p> <p>Enjoy learning a new language and take part in crafts, games and play.</p> | <p>Listen and show understanding of single words through physical response</p> <p>Join in with actions and words of simple, familiar songs.</p> <p>Say a simple sentence using 'ich mag' or 'ich bin', with limited adult support.</p> <p>Name some words from familiar topics.</p> <p>Enjoy learning a new language and use words from the language in crafts, games and play.</p> | <p>Listen and show understanding of a range of single words through physical response.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Name objects and actions and link words with a conjunction in a simple rehearsed statement, e.g. 'ich mag blau und rot.'</p> | <p>Listen and show understanding of short phrases through physical response.</p> <p>Listen and demonstrate understanding of words in songs and rhymes.</p> <p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Use familiar vocabulary to say simple sentences to give information using a language scaffold.</p> | <p>Listen and show understanding of longer and more complex familiar phrases and sentences.</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</p> <p>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</p> | <p>Listen and show understanding of longer and more complex sentences containing both familiar and unfamiliar words.</p> <p>Read aloud the text of known rhymes and songs that include both familiar and unfamiliar words.</p> <p>Engage in a short conversation using familiar questions and express opinions.</p> <p>Manipulate familiar language to present own ideas and information in more complex sentences.</p> |

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| Songs, stories and rhymes | Listen to and enjoy simple, familiar stories and songs,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Listen to and show some understanding of simple, familiar stories and songs.                                 | Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.                                                                                                                                                         | Join in with the words of a rhyme, song or story sometimes from memory.                                                                                                                                                                                                                                                                                                                 | Follow the simple text of a familiar song or story and sing or read aloud.                                                                                                                                                                                                                               | Understand the gist of an unfamiliar text using some familiar language.                                                                                                                                                                                                                                                                                      |
| Reading                   | <p>German phonics / reading / writing is not taught in key stage 1 for two reasons:</p> <ol style="list-style-type: none"> <li>1) Learning to read in English is the priority and many children at THS need extra support with that. Those children in particular may be further confused by learning two separate phonics systems simultaneously, e.g. that 'igh' in English is 'ei' in German. We want to avoid this until their English phonics are secure.</li> <li>2) Focussing on speaking and listening with this age group means that German lessons can be full of fun, songs, stories, puppets and games. Children then begin their statutory language teaching in KS2 with positive attitudes to language learning and feeling that German is something fun.</li> </ol> |                                                                                                              | <p>Using the knowledge of some German phonics sounds, read aloud or say individual familiar words.</p> <p>Read and show understanding of familiar single words.</p>                                                                                     | <p>Read aloud familiar short sentences using knowledge of most German phonics sounds.</p> <p>Read and show understanding of simple familiar phrases and short sentences.</p>                                                                                                                                                                                                            | <p>Read aloud longer and more complex sentences using knowledge of German phonics sounds.</p> <p>Read and show understanding of longer and more complex sentences using familiar language</p>                                                                                                            | <p>Pronounce unfamiliar words with understandable accuracy, using knowledge of German phonics sounds.</p> <p>Read and show understanding of a series of complex sentences using familiar language.</p>                                                                                                                                                       |
| Writing                   | <p>Beginning phonics in Year 3 is a great opportunity to read, write and thus recap key vocabulary that children already know (e.g. colours and numbers). Children can make quicker progress in reading and writing by transferring their skills from English, leading to a greater sense of achievement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                              | <p>Identify and use strategies for memorising new vocabulary.</p> <p>Write and say simple familiar words to describe people, places, things and actions using a model.</p> <p>Write single familiar words from memory with understandable accuracy.</p> | <p>Use language detective skills (e.g. looking for cognates) to work out the meaning of some new words.</p> <p>Use a picture dictionary for reference and to extend vocabulary.</p> <p>Write and say a simple phrase to describe people, places, things and actions using a language scaffold.</p> <p>Write simple familiar short phrases from memory with understandable accuracy.</p> | <p>Use a bi-lingual dictionary to find the meaning of a word or its translation.</p> <p>Write and say longer and more detailed sentences to describe people, places, things and actions using a language scaffold.</p> <p>Write familiar complex sentences from memory with understandable accuracy.</p> | <p>Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary</p> <p>Write and say longer and more complex sentences to describe people, places, things and actions using a dictionary for new language.</p> <p>Write complex sentences from memory, manipulating familiar vocabulary with understandable accuracy.</p> |
| Grammar                   | Understand and begin to use the structures 'ich bin' (I am) and 'ich mag' (I like) with support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Understand and begin to use the structures 'ich bin', 'ich mag' and 'ich kann' with increasing independence. | <p>Name a noun and verb in German, understanding that all nouns in German start with a capital letter.</p> <p>Know that German has 3 genders, represented by der, die and das.</p>                                                                      | <p>Identify and name a noun, adjective, verb, pronoun and conjunction in German.</p> <p>Use a range of high frequency verbs in the 1<sup>st</sup> person (Ich bin, Ich habe,</p>                                                                                                                                                                                                        | <p>Know that nouns are either masculine, feminine and neuter and the corresponding definite and indefinite articles.</p> <p>Form statements and questions in the 1st and 2nd person using known</p>                                                                                                      | <p>Understand that the infinitive of the verb (found in a dictionary) needs to be conjugated to match the pronoun.</p> <p>Recognise and form some plurals.</p>                                                                                                                                                                                               |

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|  |  |  | <p>Use the verb haben (to have) in the forms 'I have', 'Do you have?' and 'Can I please have?' using a model.</p> <p>Use the conjunctions 'und' and 'aber' (and / but) to join ideas.</p> | <p>Ich mag, Ich möchte, Ich kann</p> <p>Form simple questions using known verbs (to have, to be, to like, to be able to, to play and to go) using a language scaffold.</p> | <p>verbs (to have, to be, to like, to be able to, to play, to go).</p> <p>Use 'nicht' and 'kein' to form negative sentences.</p> <p>Begin to use 'weil' to form a complex sentence, using a language scaffold, recognising that the verb goes to the end of the clause.</p> | <p>Conjugate verbs in the present tense in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.</p> <p>Use previous grammar with increasing confidence to build complex sentences.</p> |
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