

German - End Points Planning Document



Our Vision: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

| National Curriculum Objectives Substantive Knowledge | Disciplinary Knowledge: Progressive skills | Disciplinary Knowledge: Progressive skills | Progressive vocabulary and Resources |
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| | Progressive skills may be used to support End Points. This will depend on cohort and class needs | End Points are our objectives that all children will work towards to achieve subject outcomes. | |
| 1st Year | | | |
| KS2 Foreign language Pupils should be taught to: <ul style="list-style-type: none"> ○ listen attentively to spoken language and show understanding by joining in and responding ○ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Can I greet others and say goodbye? Can I ask someone how he/she is and tell someone how I am? Can I name some animals in German and describe how they move? Can I name colours in German and use sentences to describe animals? Can I learn German words for fruit and can I describe fruit? Can I understand undefined articles and use their different versions correctly? Can I express likes and dislikes? Can I learn words for clothes and use colours as objectives? | Spoken Language Can I name and describe animals? Can I name and describe an object? Can I give a response using a short phrase? Can I start to speak in sentences? Reading Can I read and understand a short passage using familiar language? Can I explain the main points in a short passage? Writing Can I write a phrase from memory? | Phrases Language example from chapters. Detailed language requirements in appendix. <ol style="list-style-type: none"> 1. Greetings, Das ist, Das sind. 2. Wie geht's etc. 3. Wer ist das? Animals: der Hund etc. 4. Colours; <i>Meine Lieblingsfarbe ist...</i> 5. Fruit; <i>Magst du..?</i> Defined/undefined |

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| <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ○ speak in sentences, using familiar vocabulary, phrases and basic language structures ○ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ○ present ideas and information orally to a range of audiences* ○ read carefully and show understanding of words, phrases and simple writing ○ appreciate stories, songs, poems and rhymes in the language ○ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material ○ describe people, plathings and actions orally* and in writing | <p>Can I learn first numbers in German? Can I learn breakfast food and drink names and express likes and dislikes using phrases and sentences? Can I name body parts in German? Can I ask and respond to simple questions in German?</p> | <p>Can I write 2-3 short sentences on a familiar topic? Can I say what I like/dislike about a familiar topic?</p> | <p>article: die Banane, eine Banane</p> <ol style="list-style-type: none"> 6. Clothes 7. Breakfast food/drink; Was isst du?; Zum Frühstück esse / trinke ich... ; Ich esse / trinke gern...; Schmeckt gut. / Schmeckt nicht gut 8. Body parts |
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2nd Year

KS2 Foreign language

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

- Can I talk about me?
- Can I say who I am, how old I am and where I live?
- Can I listen and follow instructions in German?
- Can I learn numbers up to 20 in German?
- Can I talk about the weather and present a forecast?
- Can I name the months of the year and the seasons in German?
- Can I learn first numbers in German and say how old I am?
- Can I learn breakfast food and drink names and express likes and dislikes using phrases and sentences?
- Can I name body parts in German?
- Can I listen and follow instructions in German?
- Can I ask and respond to simple questions in German?
- Can I describe where I live and ask about another's home?

Spoken Language

Can I have a short conversation saying 3-4 things?

Can I hold a simple conversation with at least 4 exchanges?

Can I use my knowledge of grammar to speak correctly?

Reading

Can I understand a short story or factual text and note the main points?

Can I use the context to work out unfamiliar words?

Writing

Can I write a paragraph of 4-5 sentences?

Can I substitute words or phrases?

9. Nos. to 12; *der Geburtstag; Wie alt bist du?; Ich bin.*
10. *Wo ist... ?; Wie heißt du?; Wie alt bist du?; Wo wohnst du?*
11. Weather; *Wie ist das Wetter heute?; Das ist richtig; Es ist (nicht) schön.*
12. Seasons/months of the year; *tragen; Wir haben..;*
13. *Das Handy, das Telefon, die Nummer wählen, die Vorwahl, Hallo, wer ist dran?*
14. *Montag, Dienstag, Wochentag, Wochenende, schwimmen; Tennis spielen*
15. *Ersten, zweiten, dritten, vierten, fünften, sechsten, ..., zwanzigsten, Einunddreißigsten*
16. *Die Mama, der Papa, der Bruder, die Familie, die Oma, wer kommt noch?*

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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

3rd Year

KS2 Foreign language

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

Can I talk about myself in German, my name, my age and where I come from?
 Can I write my address?
 Can I listen and follow instructions in German?
 Can I ask and respond to simple questions in German?
 Can I use ordinal numbers to 31?
 Can I understand how verb endings alter in German?
 Can I built verb endings for regular verbs for the three singular person forms (I, you, he/she/it)
 Can I pronounce the German alphabet?
 Can I sound out German words by using my knowledge about letter and sound pronunciations?
 Can I learn vocabulary regarding school and school subjects?
 Can I read a school time table, using my knowledge of weekdays, subjects and ordinal numbers in German?
 Can I describe what I think about subjects, using a variety of adjectives?
 Can I use the verb 'haben' (to have) correctly?

Spoken Language

Can I talk about school saying 5-6 things?
Can I hold a simple conversation with at least 5 exchanges?
Can I use my knowledge of grammar to speak correctly?

Reading

Can I understand a short story or factual text and note the main points?
Can I use the context to work out unfamiliar words?

Writing

Can I write a paragraph of 4-5 sentences?
Can I substitute words or phrases?

17. Ersten, zweiten, dritten, vierten, fünften, sechsten, ... , zwanzigsten, ... Einunddreißigsten
18. Die Mama, der Papa, der Bruder, die Familie, die Oma, der Opa.
19. Ah, Beh, Tseh, Deh...
20. Die Schule, die Stunde, der Stundenplan, Deutsch, Englisch, Mathe, Geschichte, Kunst, Sport, Religion, Erdkunde, Biologie, Chemie, Physik, interessant, langweilig, toll, furchtbar, einfach, schwierig.
21. Ich habe, du hast, er hat (wir haben, ihr habt, sie haben)

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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

Appendix- detailed language taught per year group - this will be developed as pupils' journey through the school. German was taught for the first time in 2020-2021, each year a new set of skills will be added as the pupils' progress.

| First year of teaching German - Year 3 | | |
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| Chapter 1 | Greetings | <i>Hallo, Guten Tag, Guten Morgen, Auf Wiedersehen, Tschüss, Bis bald ,Frau, Herr, der Briefkasten, Das ist, Das sind, der Zoo.</i> |
| Chapter 2 | Feelings | <i>Wie geht's?, Hallo Danke, gut, nicht gut, schlecht, Es geht, wunderbar Es geht mir (nicht) gut</i> |
| Chapter 3 | Animals | <i>Wer ist das?,Das ist der/die/das,die Kuh , der Hund, die Katze, das Pferd, das Schaf, der Hahn,laut, leise, schnell langsam</i> |
| Chapter 4 | Colours | <i>Blau, rot, grün, schwarz, grau, rosa, gelb, lila, weiß, gold, bunt, braun, und,Ja,Nein, Meine Lieblingsfarbe ist...</i> |
| Chapter 5 | Fruit | <i>die Orange, die Banane, der Apfel, die Birne, die Ananas, die Kirsche, die Zitrone, die Erdbeere, die Blaubeere, Danke., Bitte., Magst du...? Ich mag...,der Obstsalat, Was ist das? gesund/ungesund, lecker</i> |
| Chapter 6 | Clothes | <i>die Hose, die Hosen, der Pullover, die Pullover, die Jacke, die Jacken, der Schal, die Schlas, das Kleid, die Kleider, der Rock, die Röcke, der Hut, die Hüte, der Schuh, die Schuhe, wir waschen, wir bügeln, den ganzen Tag, kaputt, eins, zwei, drei</i> |
| Chapter 7 | Breakfast food/drink | <i>Was isst du?, Zum Frühstück esse / trinke ich... ,Ich esse / trinke gern...,Ich esse / trinke nicht gern, das Brot, das Brötchen, die Butter, die Wurst, die Marmelade, ein Ei (zwei Eier), der Käse ,das Müsli,das Obst der Toast, die Milch, die Schokolade, und, der Saft, das Wasser, der Tee, der Kaffee, Schmeckt gut. / Schmeckt nicht gut. Wir haben Hunger.</i> |
| Chapter 8 | Body parts | <i>die Hand, die Hände, die Nase, die Nasen, das Auge, die Augen, das Ohr, die Ohren, der Finger, die Finger, der Arm, die Arme, der Fuß, die Füße, das Knie, die Knie, der Mund, die Münder, der Bauch, die Bäuche, die Schulter, die Schultern, der Kopf, die Köpfe</i> |

Second year of teaching German - Year 4

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| Chapter 1 | Birthday/numbers | <i>das Geschenk, die Geschenke, herzlichen Glückwunsch zum Geburtstag, der Kuchen, die Kerzen, das Geschenk, der Geburtstag, Und du?, Wie alt bist du?, Ich bin, warm, heiß, kalt, eiskalt, Ja, richtig!, Nein, falsch! Vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf</i> |
| Chapter 2 | Introduction | <i>Wie heißt du?, Ich heiße...,Wie alt bist du?, Ich bin ... (Jahre alt).,die Kinder,Wo wohnst du?, Ich wohne in...in England /in Deutschland</i> |
| Chapter 3 | Weather | <i>Das ist richtig.,Das ist falsch.,Die Sonne scheint., , Wie ist das Wetter heute,? Es schneit.,Es regnet.,Es ist nass, Es ist schön, Es ist kalt/eiskalt.,Es ist warm.,Es ist heiß.,Es ist (nicht) schön., die Sonnenbrille, der Regen, der Regenschirm</i> |
| Chapter 4 | Seasons/months of the year | <i>die Monate, Januar,Februar, März, April, Mai, Juni, Juli, August, September, Oktober, November, Dezember, die Jahreszeiten, der Frühling, der Sommer, der Herbst, der Winter</i> |
| Chapter 5 | Telephone | <i>Das Handy, das Telefon, Null, das Lied, Felix hier, Max ist dran, super, wählen, die Vorwahl, die Nummer ist, plus, minus, sag mir doch, mein neues Telefon, das schreib ich auf Papier, auf Wiederhören, es klingelt,</i> |
| Chapter 6 | Weekdays and Activities | <i>Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag, Sonntag, die Woche, Wochentage, Wochenende, was machst du am Montag?, schwimmen gehen, einkaufen gehen, Fahrrad fahren ,Fußball spielen, Tennis spielen, Computerspiele spielen, Gitarre spielen, Klavier spielen, faul sein, Brot backen</i> |
| Chapter 7 | Ordinal numbers | <i>ersten, zweiten, dritten, vierten, fünften, sechsten, siebten, achten, neunten, zehnten elften, zwölften, dreizehnten, vierzehnten, fünfzehnten, sechzehnten, siebzehnten, achtzehnten, neunzehnten, zwanzigsten, einundzwanzigsten, zweiundzwanzigsten, dreiundzwanzigsten, vierundzwanzigsten, fünfundzwanzigsten, sechsundzwanzigsten, siebenundzwanzigsten, achtundzwanzigsten, neunundzwanzigsten, dreißigsten, einunddreißigsten, Ich habe am vierten Mai Geburtstag, Wann hast du Geburtstag? Am einunddreißigsten Juli.</i> |
| Chapter 8 | Family | <i>Mama, Papa, Bruder, Schwester, Oma, Opa, Onkel, Tante, Eltern, die Familie, die ganze Familie, wer kommt zum Geburtstag?, Wer noch?, auch,</i> |

Third year of teaching German - Year 5 & Year 6

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| Chapter 1 | to have verb endings for regular verbs, 1 st , 2 nd , 3 rd person singular | <i>ich habe, du hast, er,sie,es hat, wir haben, ihr habt, sie haben, Sie haben, die Aussprache, gute Aussprache, gehen – ich gehe, du gehst, er/sie/es geht; spielen – ich spiele, du spielst, er/sie/es spielt; kommen – ich komme, du kommst, er/sie/es kommt</i> |
| Chapter 2 | Pronunciation of the German alphabet | Ah, Beh, Tseh, Deh, Eh, Eff, Geh, Hah, Ee, Yot, Kah, Ell, Emm, Enn, Oh, Peh, Koo, Air, Ess, Teh, Oo, Fao, Veh, Iks, Üpsilon, Tsett |
| Chapter 3 | school and school subjects | die Stunde, die Hausaufgabe/n, der Stundenplan, das Lieblingsfach, Deutsch, Englisch, Mathe, Kunst, Musik, Sport, Religion, Erdkunde, haben – ich habe, du hast, er/sie/es hat, finden – ich finde, du findest, er/sie/es findet, toll furchtbar, ininteressant, langweilig, gut, schlecht |