| **Lesson Plan** | | | |
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| **Date: 10/9/20** | **Class: Year 3** | **Subject/topic: Getting to know you** | **Time: 10-11am** |
| **Prior knowledge:**  *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  This is the first year of learning German, therefore this is an introduction to both a new subject and new topic. As languages are not taught at Key Stage 1, students have no prior knowledge of learning another language.  Pupils are developing an understanding of how to appreciate the use of language. All pupils will have the opportunity to develop a range of secure vocabulary and be able to use this vocabulary in a variety of sentence using correct grammar. | | | |
| **Outcomes:**  *what composite knowledge/ skills do you want children to achieve?*   * Pupils will be able to understand the question “Wie heißt du?” and “Wie geht es dir?” and be able to respond appropriately orally and in writing. They will be able to understand the emotion/feeling vocabulary and use a bi-lingual dictionary effectively. * Pupils will recognise and use orally simple greetings in German, such as “Hallo” and “Guten Morgan/Guten Tag”.   \*The use of visual prompts will aide the pupils in responding.  **Assessment:**  Teacher formatively assessing by circulating around the room observing and listening to pair work.  - Opportunities during the activities will provide pupils with formative feedback in promoting reliable and accurate pronunciation.  - Nouns ought to be checked throughout the lesson. | | | |
| **Learning objectives:**  *Substantive & disciplinary knowledge which are linked the NC aims*  1. Engage in part of a conversation.  2. Speak in sentences, using vocabulary and basic language structures.  3. Read carefully and show understanding of words, phrases and simple writing. | | | |
| **Key vocabulary:**  Greetings - Hallo, Guten Morgan, Guten Tag   |  |  | | --- | --- | | Wie heißt du? | Ich heiße | | Wie geht es dir? | Ich bin...  Mir ist/geht’s… | | | **Resources:**  Bilingual dictionaries.  Mini- whiteboards.  Emotion matching cards.  Printed handouts for class activity.  Franzi and Feliz resources | |
| **Predicted misconceptions:**  Pupils may have difficulties with the pronunciation of ess-tsett ("ß"). | | **Risk assessment:**  Bi-lingual dictionaries to be placed on each table so that pupils’ movement in the classroom is limited. | |



| **SEQUENCE OF TEACHING & LEARNING** | | | | |
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| **Timing:**  *consider pace of lesson.* | **Role of the teacher & support staff:**  *e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.* | **Children’s steps in learning:**  *what will the children be doing? Learn, practise and apply component steps.* | **Adaptive teaching:**  *consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.* | **Checking what children know, understand and can do:**  *Key questions inc. hinge and retrieval/recall, assessment of outcomes.* |
| 10-10.05am | Welcome, register in German and share the learning objective. | Pupils respond to register with a greeting of their choice in German, which will be displayed on the IWB. | Teacher to model greeting for pupil to copy if they are finding this difficult. | Ps respond appropriately to the register |
| 10.05-10.10 | Introduce the pupils to Franzi and Feliz from the Goethe-Institut and play the “Hallo” song.  - MP3 and video to be played | Pupils join in and do the actions to show their understanding and to see who can remember the vocabulary.  Using the worksheet ‘Guten Tag’, students draw a sketch and introduce themselves to the rest of the class (or as tables). | Teacher and TA to model the actions and singing at first- second time to challenge the pupils without support | T to observe and listen to pupils’ pronunciation and memory recall |
| 10.10-10.20 | Present 6 common expressions with the use of emojis.  Build in creative repetition techniques- rapping, funny voices etc.  Use music from Franzi and Feliz in the melody of ‘Hickory Dickory Dock’. | Pupils to repeat your pronunciation and do some actions. | On the ppt: explain the fundamental difference between of saying ‘you’. Addionally highlight “Ich bin” and “Mir ist/geht’s”. | T to observe and listen to pupils’ pronunciation and memory recall |
| 10.20-10.30 | Introduce the ways of replying using Ich heiße, Ich bin and Mir ist/geht’s…. Teacher to model good pronunciation and to use the no hands up questioning approach to role model this.  Students complete the cross curricular worksheet ‘Wie geht’s’ to have a conversation with the class. This should be role modelled firstly by the teacher. | Pupils to repeat when you show a picture of an emoji.  Pupils read the written German out loud to make the appropriate grapheme-phoneme links  They answer by saying the correct sentence in chorus according to the ppt image from the words you present. | Sentence starter or knowledge organiser on the board for the pupils  Teacher to provide non-verbal clues such as sounds and mimes or visuals to support the language when pupils are finding it hard to remember.  Challenge by getting quicker and testing their memory | Pupils to be shown the correct written answers appearing on the ppt for pupils to see if they were right. |
| 10.30-10.40 | Introduce a game of pelmanism. One half has pictures of the emotions, and the other half of the cards has the German. | Pupils are given cards to play a memory game on tables working in two teams.  Pupils take turns to turn one card to show an emoji picture and have to say the sentence in German aiming for good pronunciation and then they turn the written card over to show the German and check if it is a match confirming yes “ja” or no “nein”. | Vocabulary with pictures on the whiteboard for support -challenge pupils to only look if need some help. | Teacher and TA circulating around the tables to observe and listen to grapheme-phoneme links/ pronunciation and memory recall. |
| 10.40-10.55 | Introduce the final task of students drawing a poster of themselves to introduce who they are and how they are feeling about the lesson today. | Pupils should use the key vocabulary covered today to describe who they are and how they are feeling about the lesson. They will then stand up and very briefly present this to the rest of the class. | Circulate around the room providing additional cues for the vocabulary and pronunciation. | Teacher will provide praise as students complete the task and present in front of the class. |
| 10.55-11am | Fast bingo recapping the key vocabulary and sentences covered during the lesson. | Pupils will populate their own bingo cards using words, at the time of the words being called, pupils will repeat the words to encourage reliable and clear pronunciation. | Actions and emotion will be used to reinforce the meaning of the words. | As words are called, teacher will listen to pronunciation. Additionally, when a line and house is called, additional questions should be asked to check for understanding and competence in vocabulary, phonics and grammar. |



| **EVALUATION** |
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| **Evaluation of pupils’ learning:**  **Next steps:**  *e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.*  I would get pupils to practise asking and responding to the following vocabulary/sentences.   |  |  | | --- | --- | | Wie heißt du? | Ich heiße | | Wie geht es dir? (Wie geht’s?) | Ich bin...  Mir ist/geht’s… |   I would challenge them to remember more vocabulary with more activities that practise their speaking and listening skills by challenging their memory. I would get them to conduct a survey in the class in German, using tally charts, drawing bar charts for feelings and emotions throughout the class. I would give them a worksheet for them to practise their writing with scaffolded support and add puzzles (via puzzlemaker.com) to practise their reading skills. |
| **Evaluation of teaching:**  **Next steps:**  *e.g. subject knowledge, teaching strategies, behaviour management.* |