

# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

### Age Related Statutory Content

At St John's we foster pupils' curiosity and deepen their understanding of the world through an in-depth study of German and experiences of a range of languages spoken by the pupils themselves. Pupils will have an increased awareness and appreciation of cultural diversity through their developing knowledge and understanding of German as well as the home languages spoken within the school. We aim for all our pupils to become enthusiastic lifelong learners with the desire and ability to use their language skills to express their ideas and thoughts in German in both spoken and written form. At the end of KS2 pupils will have a genuine interest in languages and be ready to move on to further language study at KS3.

#### EYFS

There are no early learning goals that directly link to MFL in the EYFS. However, through rich opportunities to experience other languages and use them for a purpose, and the specific area of learning and development, Understanding the World, pupils will explore different languages and cultures.

By the end of the EYFS children at the expected level of development will: -

#### Understanding the World

##### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;

##### ELG: People, Culture and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

Beginning in EYFS and continuing through to KS1, children will also experience a range of informal opportunities to develop their spoken language skills.

# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

Nursery children will have the following opportunities:

- Saying good morning/ good afternoon in languages that are spoken by the children who are in Caterpillars.
- Hearing and as appropriate, joining in with songs and rhymes in other languages or from different cultures.

### Reception:

- Answering the register in pupils home languages, as well as in German.
- Hearing, joining in with, and singing simple songs and rhymes in other languages.

### KS1:

There is no specific KS1 National Curriculum subject content in MFL, however, we fully recognise the importance of our pupils developing their language skills and gaining confidence in using them in a fun, exciting and active way prior to their learning in KS2.

KS1 children will have the following opportunities:

- Continue to practise and develop their skills through the activities above in EYFS.
- Count to 10 in the language of the term.
- Use some basic vocabulary such as please/ thank you in German and the language of the term.

### KS2 National Curriculum 2014

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

# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

- 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, including through using a dictionary
- 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 Languages – key stage 2 3

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.

	Vocabulary Focus	Speaking and Listening	Reading and Writing	Grammar
<b>Year 3</b> <a href="#">Year 3</a>	<b>Greetings</b> <i>Children can exchange simple German greetings and phrases</i>  <b>Numbers</b> <i>0-20, 30, 40, 50 Children to understand that from 13</i>	Listen and respond to familiar spoken words, phrases and sentences e.g. <i>simple instructions, rhymes, songs</i>  Communicate with others using simple words, phrases and short	Children continue to develop literacy skills through their phonics learning which can then be transferred to other languages  Children begin to develop knowledge of the sound of	Children are developing an understanding of basic grammar skills and sentence structure in English which can be transferred to other language learning.  Begin to understand similarities or differences in

# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

	<p><i>onwards you say the units and then the tens.</i></p> <p><b>Colours</b> <i>Red, yellow, blue, orange, green, black, white, grey, pink, purple</i></p> <p><b>Days and months</b> <i>Children can say the days of the week in German using daily links (date on board)</i> <i>Children can understand months of the year and say when their birthday is.</i></p> <p><b>Parts of the body</b> (head, shoulders knees and toes...)</p> <p><b>Simple sentences;</b> <i>My birthday is...</i> <i>I am...years old, How are you? I am...simple praises- sehr gut, super gemacht, wundervoll</i></p> <p><b>Express simple likes and dislikes; my favourite colour is... I don't like...</b></p>	<p>sentences e.g. <i>greetings, simple personal information</i></p> <p>Use correct pronunciation when speaking and show awareness of sound spelling links</p> <p>Ask and answer simple questions</p> <p>Understand and communicate familiar nouns</p> <p>Children listen to known stories to help develop a bank of basic vocabulary <a href="#">German Stories</a></p>	<p>some letter strings through songs and rhymes</p> <p>Recognise and understand some familiar written words and phrases e.g. <i>familiar nouns, adjectives and simple verb forms in poems and rhymes</i></p> <p>Read aloud familiar text in chorus</p> <p>Write some familiar simple words using a model and from memory e.g. <i>familiar nouns, adjectives</i></p> <p><i>Begin to use a bi-lingual dictionary to find the meaning of a word or its translation</i></p>	<p>language e.g. how all nouns have capitals in German</p> <p>Use songs to begin to introduce children to some basic grammatical structures e.g. masculine, feminine or plural and singular forms.</p>
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# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

<p><b>Year 4</b> <a href="#">Year 4</a></p>	<p><b>Family</b> <i>(step)Mum, dad, brother, sister, grandma, grandpa, cousin, uncle, auntie</i></p> <p><b>Pets</b> <i>Dog, cat, hamster, fish, bird, snake, spider, rabbit, rat, mouse, guinea pig</i></p> <p><b>School pencil case</b> Pencil, pencil case, ruler, pen, whiteboard, marker, rubber, pencil sharpener, biro (to be used in daily lessons)</p> <p><b>Subjects</b> German school day and culture of Schultute, age start etc. Maths, English, Science, Computing, History, Geography, Art, P.E., R.E., Reading, Forest School, Assembly, Break, Lunch, German, Music (to be used in daily, written on timetable)</p>	<p>Children recognise familiar questions previously learned and respond accordingly</p> <p>Ask and answer several simple and familiar questions with a rehearsed response</p> <p>Listen for specific words and phrases e.g. <i>in instructions and other spoken sources such as songs stories, poems</i></p> <p>Children continue to listen to bilingual stories to help develop a bank of basic vocabulary, following and understanding familiar stories <a href="#">German Stories</a></p>	<p>Read a wider range of words, phrases and sentences aloud, continue to consolidate literacy skills through their phonics learning which can then be transferred to other languages</p> <p>Follow a text while listening and reading at the same time.</p> <p>Write simple short phrases from memory with understandable accuracy</p> <p>Apply phonic knowledge to support reading, writing and pronunciation</p> <p><i>Use a bi-lingual dictionary to find the meaning of a word or its translation</i></p>	<p>Continue to consolidate knowledge of grammatical features and terminology in English for future positive cross linguistic transfer.</p> <p>Can use correct masculine/feminine/neutral forms with language they are familiar with</p> <p>Can use singular/plural forms with familiar words</p> <p>Name a noun, adjective and pronoun in the language being studied</p> <p>Begin to notice the 1<sup>st</sup> and 2<sup>nd</sup> person pronouns</p>
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# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

	<p><b>Simple sentences;</b> I have, who has? Can I have...?</p> <p><i>Who do you live with?</i> <i>Description of... amount</i></p> <p>I like...I don't like...Who has...on...?</p>			
<p>Year 5 <u>Year 5</u></p>	<p><b>Hobbies</b> <i>Swimming, cycling, playing computer games, reading, football, shopping, cinema, watching T.V</i></p> <p><b>Weather</b> <i>Cold, hot, raining, foggy, snowing, stormy, windy, sunny, cloudy (used frequently in class conversation, children to produce weather reports)</i></p> <p><b>Countries</b> <i>France, Germany, England, Scotland, Wales, Ireland, Northern Ireland, Holland, Italy, Switzerland,</i></p>	<p>Take part in short conversations using familiar structures and vocabulary and present information to others with a scaffold of responses Understand and express simple opinions Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning Listen attentively and understand more complex phrases and sentences e.g. <i>in instruction, directions and other spoken sources</i></p>	<p>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. Read and show understanding of a complex sentence using familiar language. Identify and use strategies for memorising new vocabulary Read a variety of short simple texts in different formats and in different contexts e.g. <i>stories, poems, texts from the internet, nonfiction texts, emails from a partner school</i></p> <p>Write simple sentences and short texts using a model and a</p>	<p>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</p> <p>Produce positive and negative sentences with high frequency verbs and pronouns</p>

# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

	<p><i>Austria...as well as anywhere your cohort are from.</i></p> <p><b>Clothes</b>  <i>Jumper, jeans, trousers, shirt, t-shirt, socks, shoes, skirt, dress, coat, jacket, hat, scarf, gloves, sunglasses, swimsuit</i></p> <p><b>Simple sentences;</b>  <i>Going on holiday, where are you going? What will the weather be like? What will you need to take? On Mondays I like to go swimming with my mum...</i></p>	<p><i>such as songs stories, poems</i></p> <p><a href="#"><u>German Stories</u></a></p>	<p>dictionary to check the spelling of words</p> <p>Recognise patterns when building sentences and apply knowledge of grammatical rules</p>	
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# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

<p><b>Year 6</b> <u><a href="#">Year 6</a></u></p>	<p><b>Food/ drink</b> <i>Salad, cake, toast, apple, chips, pizza, chocolate, pasta, jam, bread, fruit, vegetables, chicken, curry, meat, cola, water, orange juice, lemonade, coffee, tea, milk</i></p> <p><b>Places in town</b> <i>Cinema, supermarket, library, school, swimming pool, church, town, bus stop, train station, theatre</i></p> <p><b>Prepositions</b> <i>Next to, behind, left, right, in front of, on, under</i></p> <p><b>Jobs/profession</b> <i>Teacher, doctor, fireman, policeman, vet, footballer</i></p> <p><b>Presentation:</b> all about me</p>	<p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></p> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and express simple opinions about past events</p> <p>Manipulate familiar language to present own ideas and information in more complex sentences</p> <p>Present to an audience e.g. <i>role-play, presentation,</i></p>	<p>Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, email, message, poem, information, nonfiction text</i></p> <p>Read aloud with expression Decode a simple unfamiliar text using grammatical knowledge, context or a bilingual dictionary</p> <p>Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure with understandable accuracy</p>	<p>Use the correct form of the definitive article in singular and plural sentences</p> <p>Apply all the knowledge of grammar above to build complex sentences</p>
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# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

		<p><i>performance, read aloud from a text</i></p> <p><a href="#">German Stories</a></p>		
<p><b>Intercultural Awareness and Understanding</b></p>	<p><b>Mutual Respect and Understanding</b></p> <p>Appreciate and celebrate linguistic diversity within our class and the wider school community</p> <p>Where possible create links with parents and the local community to learn about different cultures and traditions of which they have experience</p> <p>Develop an understanding and respect for the similarities and differences in people's beliefs, attitudes, customs and traditions</p>		<p><b>Global Learning</b></p> <p>Identify the country or countries where the language is spoken and have some contact with these</p> <p>Develop a global understanding of the differences and similarities between people, places and nations.</p> <p>Look at further aspects of their everyday life from the perspective of someone from another country</p> <p>Develop international partnerships to develop a wider understanding of global issues</p>	
<p><b>Days of Cultural Importance</b></p>	<p><b>Nikolaus Tag- 6. December</b> In Roman Catholic areas of southern Germany, such as Bavaria, <i>Sankt Nikolaus</i> still comes as a bishop with flowing beard and a bishop's miter and staff. Houses are thoroughly cleaned and children clean and polish their shoes or boots in preparation for the saint's visit. On the evening before St. Nicholas Day, children put letters to the good saint along with carrots or other food for his white horse or donkey on a plate or in their shoes. These are left outside, under the bed, beside a radiator, or on a windowsill in hopes of finding goodies from St. Nicholas the next morning. During the night Sankt Nikolaus goes from house to house carrying a book in which all the children's deeds are written. If they have been good, he fills their plate, shoe or boot with delicious fruits, nuts and candies. If not, they may find potatoes, coal, or twigs.</p>			

# ST JOHN'S C OF E PRIMARY SCHOOL

## MFL PROGRESSION OVERVIEW - German

**Sankt Martin's-** the feast day of Saint Martin of Tours and is celebrated on **11 November**. In the Middle Ages and early modern period, it was an important festival in many parts of Europe, particularly Germanic-speaking regions. In some German and Dutch-speaking towns, there are processions of children with lanterns (*Laternelaufen*), sometimes led by a horseman representing St Martin. The saint was also said to bestow gifts on children. In the Rhineland, it is also marked by lighting bonfires.

**Tag der deutschen Einheit-** The German Unity Day (*Tag der Deutschen Einheit*) is the most important non-religious holiday in Germany. It's a national holiday where Germans are granted a day off work on **October 3rd**. The holiday was founded in 1990 after the reunification of West and East Germany. Each year, a different city hosts the main ceremonial act, and festivities are enjoyed all over the country.

**Day of Reformation-** The Day of Reformation (*Reformationstag 31. October*) commemorates the day that Martin Luther pinned his thesis to the door of a church in Wittenberg in 1517. It is recognized by Protestants (especially Lutherans) and is a public holiday in nine of Germany's federal states including Brandenburg, Mecklenburg-Vorpommern, Saxony, Saxony-Anhalt, Thuringia, Schleswig-Holstein, Hamburg, Lower Saxony, and Bremen.

**Carnival-March 1<sup>st</sup> Fasching** or *Karneval* in Germany is a period of Carnival celebrations that go on until Ash Wednesday. Notable Carnival parades in Germany take place in Cologne, Dusseldorf, and Aachen.

**Weinachten-** The start of the Winter Holidays in Germany. Shops close around midday on Christmas Eve (*Weihnachten*) and many offices let workers leave early to go home and spend time with family and to enjoy a traditional meal of potato salad and sausages or raclette. Attending Midnight Mass on Christmas Eve to mark the end of advent (which starts on December 6th, St. Nicholas Day) is also popular and families normally open gifts after the service given by the Christkind.

# ST JOHN'S C OF E PRIMARY SCHOOL

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<p><b>Curriculum Links</b></p>	<p><b>Anglo Saxons</b>-geography and language  <b>Romans</b>-German tribes rebelled against Romans, collapse of Roman Empire  <b>Kings and Queens, Victorians</b>-Prince Albert  <b>Geography</b>-Europe, rivers and coasts, trade routes  <b>Music</b>-Beethoven, Mozart, Schubert, Hayden, Glockenspiel  <b>Science</b>-inventions, Albert Einstein, Wilhelm Rontgen-x-ray, Karl Benz, Rudolf Diesel-automobile industry, Johannes Gutenberg-printing press, Carl von Linde-refrigerator, Hans Geiger-Geiger counter  <b>Forest School</b>-Use of vocabulary-eins, zwei, drei, wo bist du? Eins, zwei, drei, wir sind hier.  <b>R.E.</b>-Martin Luther, Catholicism, Saints Days,  <b>Computing</b>-Konrad Zuse-world's first functional program-controlled computer, first high-level programming language  <b>Art</b>-expressionism, bauhaus, Biedermeier,</p>
<p><b>Enrichment</b></p>	<p><b>King's School</b>-Links with the MFL department, students come in to support the teaching of weekly German  <b>MFL Hub</b>-Part of the Simon Langton's MFL Hub, sharing of teaching and learning. Supporting transition.  <b>German Club</b>- After school German club  <b>St Nikolaus Tag</b>-Whole school celebrate St. Nikolaus  <b>German Carol Singing</b>-Learning of German carols to perform at Christmas Carol concerts and Church Services</p>