



Foreign Languages at Sandy Lane

Mission	Taking PRIDE in all we do					
Values	PRIDE	Positive	Responsible	Inclusive	Determined	Enquiring
	School Rules	Ready	Respectful	Safe		
Curriculum Intent - To Promote the 5 Values and school rules						

Foreign Languages Intent

Our intentions in Languages are for children to:

- Have a **positive** approach to learning languages and about other cultures.
- Take **responsibility** for their own learning and challenge themselves to build up a deep level of knowledge, skills and understanding.
- Take an **inclusive** approach by communicating with people in different languages and respecting different cultures.
- To take a **determined** approach to achieving their best and learning from mistakes.
- Stimulate creativity and inquisitiveness through **enquiry** and exploration of the patterns of language.

At Sandy Lane we believe that learning a language provides a valuable educational, social and cultural experience. The aim of our German curriculum is to foster an interest in language learning in a way that is enjoyable and accessible to all pupils. Lessons will enable children to make substantial progress in one language as well as draw links and spot differences to English and other languages they know. The linguistic skills gained in Key Stage 2 German will assist and lay the foundations for further language learning in Key Stage 3, providing children with the confidence and independence to explore and attempt to manipulate the structure of the language. They will begin to understand that learning another language provides a broader perspective on the world and can open the door to new possibilities and experiences, helping them to develop and succeed.

Foreign Languages Implementation

Lessons are planned and delivered by a specialist languages teacher, who ensures that they meet the requirements of the National Curriculum. Parts of the German Early Start Scheme and the Goethe Institute's 'German with Felix und Franz' are used within the curriculum plans. German is taught to all Key Stage 2 classes through 40-60-minute lessons on a weekly basis. All pupils use German exercise books to keep a cohesive record of their work, which assists tracking of progress. Active learning is promoted through a range of teaching methods. Activities consist of actions, stories, songs, rhymes, poems, video clips, mini-book making, games, German-speaking artist studies, drama and role-plays. A purpose for learning is promoted through special cultural celebration days such *Karneval* Fancy Dress



Day, *Sankt Martinstag*, a German breakfast café, *Kaffeeklatsch* with parents, 'A Virtual Trip to the European Football Championship / World Cup', visits from GCSE language students and teachers from our local feeder school and many more creative ways to extend, embed and combine language and life skills.

Foreign Languages Intended Impact

Children will leave inquisitive about the world around them; able to communicate with each other in German, aware that a language has a structure and that the structure differs from one language to another. Children will develop their language through the key skills of speaking, listening, reading and writing, underpinned by a grasp of basic grammatical concepts and German letter sounds. They will understand more about German culture through enrichment activities and special celebration days. Children will learn how their skills can be applied to a range of different languages. They will successfully transfer to Key Stage 3 prepared and with the self-confidence to continue and develop their language skills no matter what language they study. We hope that pupils aspire to be global citizens, valuing and appreciating their own cultures and those of others.

Thematic Overview

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Welcome to the German-speaking World. Greetings & goodbyes. Introduction to German phonics. <i>Wie geht's?</i>	Months, seasons and birthdays. <i>Wann hast du Geburtstag?</i> Using singular and plural verbs. Extending sentences.	<i>Wie ist das Wetter?</i> Weather report writing and performances to the class. Word order, conjunctions and adverbs.	German breakfast – café event. Cultural etiquette around the world. Table items + definite articles Verbs <i>ich esse, ich trinke</i> + indefinite articles Food and drink likes & dislikes. Word order of <i>gern</i> and <i>nicht gern</i>
Autumn 2	<i>Wie heißt du?</i> Role-plays What is the celebration of <i>Nikolaustag</i> in Germany?	Story – <i>die Geschichte von Sankt Martin</i> . How is <i>Martinstag</i> celebrated in Germany?	Creative writing -Autumn poems Numbers 31-100 The origin of the <i>Adventskalender</i> .	Story - <i>Hau ab, du großes, grünes Monster!</i> Writing monster descriptions with adjective endings.



	<p>Story -<i>Nikolaus</i></p> <p>German Christmas song</p>	<p>Lantern making, song & procession.</p> <p>Christmas song and letter to St. Nikolaus.</p>	<p>German Christmas song.</p>	<p>German Christmas song</p>
Spring 1	<p>Numbers 1-12</p> <p><i>Wie alt bist du?</i></p> <p>LEGO writing about yourself.</p> <p>Introduction to <i>Karneval</i>.</p>	<p>Numbers 13-31</p> <p>German cities, descriptions & opinions.</p> <p><i>Wo wohnst du?</i></p> <p><i>Wie findest du Bracknell?</i></p>	<p>What is the celebration of <i>Karneval / Fasching?</i></p> <p>Design and describe a <i>Karneval Maske</i></p> <p><i>Karneval</i> assembly & dress-up day.</p>	<p>Reading strategies & creative writing - Winter poems</p> <p>Numbers 100 – 1,000 and using them for everyday purposes.</p>
Spring 2	<p><i>Was ist heute?</i></p> <p>Days of the week.</p> <p>Geman Easter traditions – <i>der Osterbaum</i></p>	<p>German cities continued – places in town.</p> <p><i>Was gibt es in Leverkusen?</i></p> <p>Mother's flower and adjectives.</p>	<p>Story – <i>die kleine graue Maus</i></p> <p>Feminine adjective endings.</p> <p>Creative writing - crazy animals.</p>	<p><i>Das ist meine Familie!</i></p> <p>Describing family using third person verbs.</p>
Summer 1	<p><i>Was ist deine Lieblingsfarbe?</i></p> <p>Colours</p> <p>Animal nouns & introduction to the definite article genders.</p>	<p>Story – <i>die kleine Raupe Nimmersatt</i></p> <p>Story sequencing and gap filling.</p> <p>Plurals of fruit nouns.</p>	<p><i>Hast du ein Haustier?</i></p> <p><i>Was sind deine Lieblings-tiere und warum?</i></p> <p>Pet & animal plurals, justifying opinions.</p>	<p><i>Was spielst du gern?</i></p> <p>Sports & hobbies. Verb conjugation hakas.</p> <p>Supported writing about yourself and your idol – a celebration of all the structures and vocabulary we have learned in German!</p>
Summer 2	<p>Story – <i>Schlaf gut Zirkus!</i></p>	<p><i>Was trägst du?</i></p>	<p><i>Wer war Hundertwasser?</i> An artist study.</p>	<p>Project – A Virtual Trip to the Euros 2025! Year 6 work in</p>



	<p>Creative zoo writing.</p> <p><i>Das Alphabet</i></p>	<p>Clothes, what you are wearing + colours.</p> <p>Definite and indefinite articles.</p> <p>Fashion show speaking task.</p>	<p>Create a piece of artwork in the style of Hundertwasser, describe it in German.</p>	<p>groups (Passport Control, Cabin Crew, Basel Market and Football Teams) to plan and deliver the event for Year 4s.</p> <p>Are you Secondary MFL ready? Taster lessons of French & Spanish</p>
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Progression of Core Language Skills

Listening and Speaking	
Year 3	<p>Listen and show understanding 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 connective in a simple rehearsed statement.</p>
Year 4	<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>
Year 5	<p>Listen and show understanding of 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>
Year 6	<p>Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</p> <p>Read aloud the text of familiar rhymes and songs.</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>
Songs, Stories and Rhymes	
Year 3	<p>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p>
Year 4	<p>Join in with the words of a rhyme, song or story sometimes from memory.</p>
Year 5	<p>Follow the simple text of a familiar song or story and sing or read aloud.</p>
Year 6	<p>Understand the gist of an unfamiliar text using some familiar language.</p>
Reading and Writing	
Year 3	<p>Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words.</p>



	<p>Read and show understanding of familiar single words. Identify and use strategies for memorising new vocabulary. Write and say simple familiar words to describe people, places, things and actions using a model. Write single familiar words from memory with understandable accuracy.</p>
Year 4	<p>Read aloud familiar short sentences using knowledge of letter string sounds. Read and show understanding of simple familiar phrases and short sentences. Use a bi-lingual dictionary to find the meaning of a word or its translation. Write and say a simple phrase to describe people, places, things and actions using a language scaffold. Write simple familiar short phrases from memory with understandable accuracy.</p>
Year 5	<p>Read aloud more complex sentences using knowledge of letter string sounds Read and show understanding of a complex sentence using familiar language. Use a bi-lingual dictionary to find the meaning of nouns in the plural and conjugated verbs. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. Write familiar complex sentences from memory with understandable accuracy.</p>
Year 6	<p>Pronounce unfamiliar words in a sentence using knowledge of letter strings. Read and show understanding of a series of complex sentences using familiar language. Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary. Write and say a complex sentence manipulating familiar language, using a dictionary for new language. Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>
Grammar	
Year 3	<p>Name a noun, adjective, verb, pronoun, conjunction in German. Understand that nouns have different genders; masculine, feminine and neuter. Sort nouns into different gender groups using the definite articles.</p>
Year 4	<p>Use the 1st and 2nd person pronouns with a regular verb. Produce positive and negative sentences with high frequency verbs and pronouns.</p>
Year 5	<p>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. Use the correct form of the definite article in singular and plural sentences. Apply the rules of agreement with feminine nominative and accusative adjectives, with some accuracy.</p>
Year 6	<p>Demonstrate an understanding that adjectives before a noun require different endings. Demonstrate an awareness of how regular verbs conjugate and their endings. Apply all the knowledge of grammar above to build complex sentences.</p>

Examples Specific Skill Progression



	Year 3	Year 4	Year 5	Year 6
Bi-lingual Dictionary	<p>Become familiar with the layout of a bilingual dictionary and say how it is different and similar to an English dictionary.</p> <p>Supported lessons to look-up the gender of animal <u>nouns</u> and be aware that PL stand for plural.</p>	<p>Find <u>plural forms</u> of Christmas <u>nouns</u> and then again with plurals of fruits for <i>Die kleine Raupe Nimmersatt</i> story.</p> <p>Use the dictionary to look-up <u>adjectives</u> for descriptions of German cities & independent writing.</p>	<p><i>Die kleine graue Maus</i> story - sort animal <u>nouns</u> into the gender chart using a dictionary only.</p> <p>Autumn poems – swap out <u>nouns and adjectives</u> with own ideas using a dictionary</p> <p>Research the meaning of extended weather words and phrases.</p>	<p>Body parts looking up <u>singular and plurals nouns</u>.</p> <p>Winter poems – swap out <u>nouns, adjectives, adverbs and verbs</u> with own ideas using a dictionary.</p> <p>Look up meanings of regular <u>infinitive verbs</u>.</p> <p>Be aware of the verb tables in the centre of the dictionary for <u>irregular verbs</u>.</p>
Spotting and using verbs	<p><i>Mein Zoo</i> writing – be aware that <i>ist</i> is the verb in the sentence.</p> <p>Use the verb <i>ist</i> in questions and answers about colours and days of the week.</p> <p>Know and use verbs in common phrases about yourself: <i>ich heiÙe, ich bin</i></p>	<p>Be aware and use <i>sind (are)</i> when there is more than one noun being described. E.g. <i>Januar ist in Winter. Januar und Februar sind im Winter.</i></p> <p>Use and be aware of common verbs in the first person; <i>ich trage, ich habe, ich wohne, ich finde.</i></p> <p>Be aware of and use second person verb endings in questions; <i>Was trágst du? Wie findest du? Wo wohnst du?</i></p>	<p>Use and be aware of verbs phrases <i>es regnet, es schneit, es donnert und blitzt</i> and that they work differently to <i>es ist + adjectives</i> phrases.</p> <p>Use and be aware of third person verbs <i>ist</i> and <i>hat</i>.</p> <p>Use the phrase <i>es gibt</i> (there is/there are) and be aware that it doesn't change in the plural form.</p>	<p>Introduction to verb conjugation of regular verbs <i>spielen, machen, gehen</i> with pronouns <i>ich, du, er, sie, wir, ihr, sie, Sie</i>.</p> <p>Be aware of what infinitive verbs are and the process of how to change their regular present tense endings, e.g: <i>ich _____e</i> <i>du _____st</i> <i>er/sie _____t</i></p> <p>Verb table recitals 'Haka' performances.</p>



<p>Gender of nouns and articles.</p>	<p>Introduction to the fact that nouns are sorted into 3 <u>gender groups</u> and that there is a different word for 'the' for each group. Practise saying the names of the groups; <u>masculine feminine and neuter</u>. Start using <i>der, die, das</i> in <i>Mein Zoo</i> animal sentences.</p>	<p>Use <i>der, die, das</i> with places in town and clothing nouns.</p> <p>Introduction to the <u>plural definite article</u>, <i>die</i> with shoes, boots, socks.</p> <p>Introduction to the <u>indefinite articles</u>: <i>einen, eine, ein</i> places in town and clothes. Know that there is no plural of 'a'.</p>	<p><i>Die kleine graue Maus</i> story animals are all feminine – spot a pattern– most feminine nouns end in -e.</p> <p><u>Identify and use (with support)</u> a combination of the definite and indefinite articles in tasks.</p>	<p>Singular and plural body parts nouns research task.</p> <p>Brothers and sisters plurals.</p> <p><u>Independently</u> identify and use a combination of the definite and indefinite articles in tasks.</p>
<p>Adjectives and adjectives endings.</p>	<p>Know that <u>colours</u> are adjectives and use them in a simple descriptive sentence.</p>	<p>Learn and <u>use a wider range of adjectives</u> to describe towns & cities plus Mother's Day flowers.</p>	<p>Introduction to <u>feminine adjective endings</u> using <i>Die kleine graue Maus</i> story.</p> <p>Introduction to <u>plural adjective endings</u> using <i>Karneval</i> mask descriptions.</p>	<p>Introduction to <u>masculine and neuter adjective endings</u> using monster descriptions.</p>
<p>Conjunctions, adverbs and opinions</p>	<p>Know that <i>und</i> is a conjunction and use it in colour sums and in animal zoo sentences to link adjectives.</p> <p>Opinion - <i>Lieblingsfarbe</i></p>	<p>Continue to use <i>und</i> in clothing sentences. Start to use the conjunctions <i>aber + auch</i> in town descriptions with the adverbs <i>nicht</i> and <i>sehr</i>.</p> <p><i>Ich mag</i> – I like</p>	<p>Increase the range further in weather reports using <i>ziemlich, meistens, oft</i></p> <p>Opinion – <i>Lieblingstier</i></p> <p>Conjunction <i>denn</i> (because), using a comma after the main clause.</p>	<p>Use a range of conjunctions and adverbs independently.</p> <p>Say what you like and don't like to eat and play using <i>gern</i> and <i>nicht gern</i></p> <p>Use the structure independently with other verbs.</p>
<p>Strategies for understanding an</p>	<p>Looking for words that are similar in English</p>	<p><i>Sankt Martin</i> and <i>Die kleine Raupe Nimmersatt</i></p>	<p><i>Die kleine graue Maus</i> story and <i>Karneval</i> descriptions –</p>	<p>Winter poems, monster descriptions and sport personalities</p>



<p>unknown text.</p>	<p>(<u>cognates</u>), e.g. days of the week. Search for words that we already know.</p>	<p>stories – looking for <u>pure cognates and near cognates</u> and using context to predict meaning.</p>	<p>listen for words you already know, cognates, say words aloud with phonics knowledge, use a bilingual dictionary, make an educated guess based on context.</p>	<p>work - look for words you already know, scan for pure and near cognates, say words aloud using phonics knowledge, use a bilingual dictionary, educated guess based on context.</p>
<p>Presenting to an audience.</p>	<p>Use simple role-play scripts to perform to the class.</p> <p>Perform a German Christmas song at concert.</p> <p>Presenting LEGO figure writing and <i>Mein Zoo</i> descriptions to the class.</p>	<p>Gap fill story script and present story to the class.</p> <p>Write a description of an outfit to say and perform at a fashion show.</p> <p>Perform a German Christmas song at concert.</p>	<p>Write and perform a weather report to the class.</p> <p>Write and perform/record autumn poems.</p> <p>Lead and present an assembly to KS2 about <i>Karneval</i> in Germany.</p> <p>Perform a German Christmas song at concert.</p>	<p>German breakfast café – using target language to serve and ask for food and drink items.</p> <p>Write and perform/record winter poems.</p> <p>Perform a German Christmas song at concert.</p> <p>Plan a ‘Virtual Trip to the European Football Championship/World Cup’ and use your German to take Year 4s through passport control, the flight, a market and then to watch the football 5-a-side tournament.</p> <p>Perform a role-play in 3 different languages French, Spanish and German.</p>
<p>Phonics</p>	<p>Phonics are taught through pictures and sounds before words are shown in German.</p>	<p>More phonics are added as their vocabulary bank increases, still with</p>	<p>Pupils are shown the German words directly and reading aloud is practised to</p>	<p>Pupils are shown the German words directly and reading aloud is practised to check pronunciation.</p>



	Listening games are used to check phonic sound knowledge.	<p>pictures and sounds.</p> <p>Listening games and reading tasks are used to check phonic sound knowledge.</p>	check pronunciation.	
Awareness of German culture and festivals	<p>German take-home bag with authentic materials such as book, recipes, postcards and coins to enjoy.</p> <p>Sankt Nikolaus traditions.</p> <p>Easter tradition – decorate an <i>Osterbaum</i> for the classroom.</p> <p>Listen to Year 5's assembly about <i>Karneval</i> and Join in the with <i>Karneval Fliegerlied</i> song.</p>	<p>Re-visit Sankt Nikolaus and write a letter to him in German.</p> <p>Learn about Sankt Martin, how he is celebrated by children, learn a song, make lanterns and carry out a procession around the school.</p> <p>Listen to Year 5's assembly about <i>Karneval</i> and Join in the with <i>Karneval Fliegerlied</i> song.</p>	<p>Learn about German advent calendars and make a class calendar.</p> <p>Learn about how <i>Karneval</i> is celebrated in parts of the German-speaking world. Learn the <i>Fliegerlied</i> song with actions. Make masks and present your learning the KS2 in an assembly with a special fancy-dress day for Year 5.</p>	<p>Flashback starter activities help revisit facts about German festivals such as <i>Martinstag</i>, Christmas, <i>Karneval</i> and Easter.</p> <p>German Breakfast Café – learn about typical German food and drink. Discussion about cultural eating habits and manners around the world.</p> <p>'A Virtual Trip to the Euros' event helps embed a knowledge of travelling to a country – passports, flight experience, currency.</p>