

Reception to year 6

Languages

German

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Scope and sequence

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Languages – German: Reception to year 6

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Context Statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This German scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 2	Year 4	Year 6
<p>Skills</p> <p>By the end of Year 2, students:</p> <ul style="list-style-type: none"> • interact with teachers and peers through action-related talk and play • introduce self, exchange greetings and farewells, and express likes and dislikes • use short formulaic expressions when interacting, and make simple statements • use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines • use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • reproduce some distinctive sounds and rhythms of spoken German, including <i>ch</i>, <i>u</i>, <i>r</i> and <i>z</i> • identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds • convey factual information about self, family and possessions at word and simple sentence level • respond to and create simple spoken and written texts, using modelled examples and formulaic language • use short phrases and simple sentences to identify and describe people and objects in the family and school domains, including some pronouns and possessive adjectives • use <i>nein</i> and <i>nicht</i> for negation, and verb forms <i>bin</i>, <i>bist</i> and <i>ist</i>, with an adjective • explain the meaning and use of different German words and expressions • create texts in German and English for their immediate learning environment • identify similarities and differences between German and their own languages and cultures, noticing that using a language involves behaviours as well as words. 	<p>Skills</p> <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> • interact with teachers and peers in classroom routines, action-related talk and play • respond to instructions • use formulaic expressions to interact, ask questions, and seek assistance • make statements related to their personal worlds • reproduce German short and long single vowel and diphthong sounds, including <i>Umlaute</i>, and <i>Eszett</i>, and initial consonants and blends • answer questions related to their personal worlds with factual information • respond to imaginative texts by identifying favourite elements, sequencing main events and producing short, scaffolded summaries • create short, simple sentences from modelled language • use coordinating conjunctions to compose short original texts • use some forms of common regular verbs in the present tense, some irregular verb forms, limited forms of modal verbs, simple past tense verbs, and the accusative case • respond to and use interrogatives and some <i>ja/nein</i> questions • refer to time, manner and place using familiar words and phrases • compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read • create texts in German and English for the classroom and school community • identify ways in which culture influences aspects of communication in routine exchanges such as greetings • describe their own sense of identity, including elements such as family, cultural heritage and friends. 	<p>Skills</p> <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> • use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings • use complete sentences in familiar contexts to ask questions, respond to requests and share experiences of learning • use descriptive and expressive vocabulary, including adjectives, to express feelings and make statements • use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the 2 different pronunciations of <i>ch</i> • gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes • describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience • manipulate modelled language to describe current, recurring and future actions when creating texts • produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs <i>dürfen</i> and <i>müssen</i> and some common separable verbs • use adjectives, adverbs and adverbial phrases to qualify meaning • explain aspects of German language and culture, recognising that there are not always equivalent expressions in English • create a range of bilingual texts to support their own language learning and the school community • describe aspects of their intercultural interactions that are unfamiliar or uncomfortable and discuss their own reactions and adjustments.

<p>Understandings</p> <p>By the end of Year 2, students:</p> <ul style="list-style-type: none"> • identify ways that German sounds different to English but recognise that it uses the same alphabet • identify some words that are written the same in both German and English but pronounced differently • identify features of different types of texts • give examples of words that German and English borrow from each other and from other languages • identify different ways of greeting and interacting with people • make connections between the languages people use and who they are and where they live. 	<p>Understandings</p> <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> • identify German as an important European and global language and give examples showing how it is related to English • differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation • identify the purpose of the <i>Eszett</i> and show how the <i>Umlaut</i> alters the pronunciation of particular vowels (<i>ä, ö, ü</i>) • identify single letters, some consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>) • identify the audience and purpose of familiar personal, informative and imaginative texts • give examples of how language use varies according to the participants, purpose and context of an exchange • give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use. 	<p>Understandings</p> <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> • give examples of how German language and culture are continuously changing and are influenced by other languages and cultures • identify and apply some of the systematic sentence structure and word order rules of German • identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing <i>ch, j, w</i> and <i>z</i>, and diphthongs such as <i>au, ei, eu</i> and <i>ie</i> • apply the conventions of commonly used text types, and identify differences in language features and text structures • give examples of the variety of ways German is used by different people in different contexts • make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.
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Scope and sequence

Strand: Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to modelled greetings, and name family and objects through action-related talk and play.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and imitate greetings, thanks and good wishes using chants and gestures, such as <i>Guten Morgen! Danke!</i> and <i>Auf Wiedersehen</i> • recognise and respond to modelled questions using single words, phrases or by pointing to images or objects • introduce self using modelled sentences, such as <i>Ich heie...</i>, <i>Ich bin fnf</i> • respond to questions about self, family and objects using modelled phrases and gestures, for example, <i>Wer bist du? Ich bin ...</i>, <i>Wer ist das? Das ist meine Mama! Was ist das? Das ist der Teddy!</i> 	<p>Recognise and respond to modelled greetings, and share information about self, family, likes and dislikes, through action-related talk and play.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange simple greetings, thanks and good wishes using formulaic expressions to suit the situation, such as <i>Guten Morgen! Danke!</i> <i>Guten Appetit!</i> • recognise and respond to simple teacher questions about self and family, for example, <i>Wie heit du? Ich heie ..., und du? Wie alt bist du? Ich bin sieben Jahre alt und du?</i> • recognise and name favourite things or classroom objects, such as <i>der Ball, die Puppe, das Fahrrad, die Farben, das Heft</i> • introduce self and express likes and dislikes using modelled phrases, such as <i>Ich bin fnf, ichlebe in ...</i>, <i>Ich mag ... Ich mag nicht.</i> 	<p>Share and respond to greetings and phrases, and share information about self, family or friends using modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange simple greetings, thanks and good wishes using modelled phrases to suit various situations, such as <i>Ich heie ..., und du? Wie geht es dir? Mir geht es gut/nicht gut, Alles Gute zum Geburtstag! Bis spter, Tschss</i> • share information about family, friends or belongings, for example, <i>Das ist meine Schwester, Das ist meiFreund, Das ist mein Ball, Mein Haustier heit</i> • use simple statements to describe self, family or friends, for example, <i>Ich habe eine Schwester, sie ist fnf Jahre alt, Mein Vater ist lustig, Mein Bruder ist gro</i> 	<p>Exchange information and respond to modelled questions about self, others, and personal environment using modelled sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange everyday routines in relation to time, place and people, such as <i>Ich frhstcke um halb acht, Ich gehe um 9 Uhr zur Schule, Am Wochenende spiele ich Basketball</i> • name and describe people, places or things using familiar formulaic expressions, such as <i>Er/Sie/Es ist gro, klein, schn, stark</i> • ask and respond to questions in relation to family and friends, such as <i>Wer sind deine Freunde? Meine Freunde sind ... Wie heit er? Wie alt ist sie? Wo wohnt ihr? Hast du einen Bruder? Nein, ich habe keinen Bruder</i> • describe objects or things relation to home, 	<p>Exchange information and respond to modelled questions about self, others, and personal environment using modelled descriptive sentences and expressions.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about school routines in relation to time and place, such as <i>Ich lerne Deutsch, Deutschunterricht ist um 9 Uhr, am Dienstag habe ich Mathe und Naturwissenschaften, Mittags spiele ich mit Freunden</i> • describe self and friends at school, for example, <i>Ich bin blond/gro, er ist sportlich, sie hat blaue Augen und eine kleine Nase</i> • ask and respond to simple questions involving time and routines, such as <i>Wann gehst du zum Schwimmen? Ich gehe am Mittwoch um acht Uhr zum Schwimmen!</i> • respond to questions or comments using modelled phrases, such 	<p>Initiate and exchange information about daily life, routines and interests.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe personal preferences and feelings, for example, <i>Ich bevorzuge Motorrder, Ich laufe nicht gern, Ich schwimme lieber als joggen, Joggen macht mde, Schwimmen macht Spa</i> • ask and respond to questions, such as <i>Was machst du nach der Schule? Nach der Schule benutze ich den Computer, Welchen Sport treibst du? Ich spiele Tennis, Was machst du am Wochenende? Am Wochenende fahre ich in die Stadt.</i> • ask and respond to questions relating to time, place, number, days of the week, months and seasons, such as <i>Wann spielst du Basketball? Wer hat im August Geburtstag? Wie viele Hobbies hast du?</i> 	<p>Initiate and sustain modelled exchanges to share information, experiences and to express feelings.</p> <p>Students:</p> <ul style="list-style-type: none"> • sustain modelled exchanges relating to leisure activities and experiences, such as <i>Was machst du in den Ferien? Meine Familie fhrt campen, Und du? Ich ging zu einer Auffhrung, Sie singen sehr gut, Was denkt ihr? Ich stimme/nicht zu</i> • ask about and express emotions or feelings, for example, <i>Wie geht es dir? Es geht mir/nicht gut, Ich bin krank, aufgeregt, glcklich, nervs, sauer, traurig</i> • use modelled phrases to apologise and to express concern or sympathy, for example, <i>Tut mir leid, Schade! Du Arme(r)!</i> • exchange information online, in writing or face-to-face, about daily routines and

		<ul style="list-style-type: none"> • ask and answer questions relating to likes and dislikes, for example, <i>Magst du Äpfel? Ja, ich mag Äpfel ... Nein, ich mag Äpfel nicht....</i> 	<p>for example, <i>Das Haus ist groß/klein, Das Shirt ist rot und neu.</i></p>	<p><i>as sehr gut, das stimmt, ich auch, ich nicht, igitt!</i></p>	<ul style="list-style-type: none"> • initiate and exchange correspondence, such as a greeting card, text or email, with young German speakers using formulaic language and modelled questions relating to daily life, routines and interests, for example, <i>Was sind deine Hobbies? Ich koche gerne und male Comics, Ich gehe gerne einkaufen und höre Musik.</i> 	<p>leisure activities, using modelled language associated with time, sequence and location, for example, <i>Ich stehe um 7.30 Uhr auf, Dann frühstücke ich, Ich schwimme und surfe oft</i></p> <ul style="list-style-type: none"> • recount and exchange personal experiences, such as in a letter or email, for example, <i>Wir haben eine Reise nach Neuseeland gemacht, Unser Zeltplatz war neben dem See und wir sind jeden Tag geschwommen, Wir waren Wandern und haben das Museum besucht, Es war sehr schön ...</i> • sustain exchanges by asking questions, and using interjections and exclamations, such as <i>Und du, was meinst du? Stimmt das? Warum?</i>
<p>Key concepts: self, family, friendship, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What makes a family? • Why do we need friends? • How do I show respect to the people around me? 		<p>Key concepts: identity, socialising, relationships, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the language I use change when interacting with people in my world? • How do I choose what I share about myself? • How do I know I have been understood? • How do our manners change in different situations? • How do I show respect to family and friends? 		<p>Key concepts: identity, communication, interaction, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there a right or wrong way to communicate? • What would make me change the way I interact? • How does the way I speak change in different situations? 		

Thread: Taking action and transacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in guided activities using gestures, movement, pictures and key words to understand and to convey meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • Sing and imitate actions, words and sounds in repetitive songs, stories and nursery rhymes, for example, <i>Alle meine Entchen, Stampf und Klatsch</i> • identify familiar objects in the classroom by naming, pointing or matching picture and word cards • draw pictures and trace or copy key words, for example, pictures of self, family or familiar people • participate in guided activities, play, crafts or games and respond by repeating or mimicking key words and modelled phrases • view, listen to or share stories and songs, using actions, movement or props to express meaning, for example, by using puppets or picture cards • classify objects by attributes, such as shape, colour or number, for example, <i>Wie viele sind es? Es sind drei, Welche Farbe haben sie? Es ist gelb, Was ist anders? Was ist gleich?</i> 	<p>Participate in guided activities using simple repetitive language, phrases, gestures and visual cues to support meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in action-related rhymes and songs using cards or props, for example, holding up the correct animal puppet or object while singing <i>Wenn ich zum Markt geh</i> • participate in class or small group games and guided play, using visual, spoken and gestural cues, such as word making races, Memory, <i>Simon sagt</i>, Bingo or counting games • participate in shared reading, role-play or dance using movement, actions, key words or repetitive phrases • name and sort objects or things by size, colour and type, for example, animals observed in a story, video clip or on an excursion, using familiar nouns and adjectives, such as <i>Es ist ein Zootier/Nutztier, Er ist ein großer Tiger, Die Ziege ist weiß.</i> 	<p>Participate in modelled group activities, involving simple transactions and games using modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in action-related rhymes and songs, for example, <i>die Jahresuhr, meine Hände sind verschwunden</i> • participate in games, guided play or activities that involve making groups, taking turns or exchanging objects, such as <i>Hatschi Patschi, Alle Vögel fliegen hoch, Mensch ärger dich nicht</i>, or play word games using modelled language such as asking for objects in the classroom, for example, <i>Darf ich bitte den Bleistift haben? Welche Farbe? Rot, Danke schön, Darf ich bitte das Buch haben? Hier ist es</i> • collaborate with others in activities or tasks using modelled words and phrases, for example, to name, illustrate, list or label pictures or images for a class display • play collaborative games such as <i>Stille Post</i> using modelled descriptive sentences such as <i>der Hase ist braun.</i> 	<p>Participate in group activities and everyday transactions using modelled language to cooperate, follow instructions, ask questions, and make statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in class discussions and contribute ideas for a group activity, for example, titles, images or captions to co-create a display or poster • follow simple instructions or procedures, such as cooking or craft activities, for example, how to create a <i>Hampelmann</i> or <i>Lebkuchenhaus</i> • collaborate with peers to complete shared learning tasks, for example, by creating a menu for an <i>Imbissbude</i>, sharing decisions about content, vocabulary, images and design, such as <i>Hier kommt das Bild hin ...</i>, <i>Das ist der Titel ...</i>, <i>Was denkst du? ... ich bin einverstanden</i> • develop questions for an interview or survey related to, for example, interests, using modelled language, such as <i>Was machst du gerne in deiner Freizeit? Was ist dein Lieblingsessen? Hast du Geschwister?</i> 	<p>Participate collaboratively in activities and transactions, using language to share ideas and to follow instructions and directions.</p> <p>Students:</p> <ul style="list-style-type: none"> • collaborate with peers on a shared activity using procedural language, such as an experiment or a recipe for the school canteen • create instructions or directions for others to follow, for example, a treasure hunt, <i>Finde das Bild, Gehe links...</i>, <i>Schau dann unter dem Stuhl, Schau nach oben, Schau hinter der Tür ...</i>, <i>Wo ist die Schokolade? Nach links</i> • participate in real or simulated transactions, for example, buying ingredients for a recipe or a present for a friend using language to transact, such as <i>Ich brauche zwei Äpfel, Mehl und Zucker, 12,00 \$ bitte, Es ist ihr Geburtstag, Sie mag Grün, Wie viel kostet das grüne Buch?</i> • respond to and ask modelled questions during activities or transactions, for example, <i>Wer ist dran? Ist das richtig? Woher kommst du? Was kostet das? Wann kommt der Bus? Wie viele haben Sie?</i> 	<p>Collaborate and organise a shared activity or transaction using language to express ideas and negotiate.</p> <p>Students:</p> <ul style="list-style-type: none"> • collaborate and organise activities with peers, for example, a class party, using modelled expressions related to place, time and number, such as <i>Wo ist die Party? Wann findet die Party statt? Was brauchen wir für die Party? Wie viele Personen laden wir ein?</i> • plan a real or simulated transaction or excursion, for example, a visit to a restaurant or shopping mall using modelled language, such as <i>Lass uns zum Restaurant gehen? Was möchtest du essen/trinken? Ich möchte bitte Wasser trinken und einen Burger essen. Das ist lecker</i> • negotiate a transaction, for example, at a <i>Markt</i> using modelled language, such as <i>Das ist schön, wie viel kostet es? Hast du ...? Darf ich drei haben, Haben Sie eine größere / kleinere Größe?</i> 	<p>Collaborate to plan a shared event or to transact for goods and services, using language to express opinions and to make suggestions.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in role-plays to plan a virtual shopping expedition, consulting online catalogues and websites, comparing prices, value and currencies • organise and conduct a shared event, presentation for a school assembly, buddy class or open day, making suggestions, such as <i>Ich backe den Kuchen ..., Ich koche die Nudeln, Kannst du das Spiel mitbringen? Wen sollen wir einladen? Ich denke, wir basteln eine Karte</i> • plan and negotiate a class excursion or incursion using language related to transport, time, location and weather, for example, <i>Lass uns in den Zoo gehen, Wir fahren am Freitag um 9Uhr mit dem Bus, Das Wetter ist sonnig und schön.</i>

<p>Key concepts: play, participation, rules</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is play the same all around the world? • How does play help us to learn? • Why do we need rules? 	<p>Key concepts: cooperation, roles and responsibilities, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we work together? • Why do I need to give or follow instructions? • Why is it important to have roles and responsibilities? 	<p>Key concepts: transactions, collaboration, planning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language choices do we make when transacting? • How can we collaborate? • What steps do we follow when planning?
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Thread: Building language for classroom interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom routines such as opening and closing of lessons using gestures and familiar, modelled responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate as a group in classroom routines, such as opening and closing of lessons, for example, <i>Guten Morgen Herr/Frau ...</i>, <i>Auf Wiedersehen, Herr/Frau ...</i> • recognise and respond to classroom instructions using appropriate actions and short, modelled responses, such as <i>aufstehen, hinsetzen, singen, ja, nein</i> • respond to classroom instructions, using rehearsed actions and phrases, such as <i>Bittsteht, erste Klasse! Hände auf den Kopf! Macht einen Kreis, Alle zusammen! Achtung!</i> 	<p>Recognise and respond to routine instructions and questions about activities, games and classroom routines using actions, modelled responses and simple phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in routine classroom exchanges, such as responding to roll call and announcing days of the week, for example, <i>ich bin hier, Sie ist nicht hier, Heute ist Montag</i> • respond to simple questions with <i>ja</i> or <i>nein</i> • thank and respond to others using <i>danke schön</i> and <i>bitte schön</i> • recognise and respond to instructions through movement, such as lining up, pointing to or choosing objects, pictures or flashcards, drawing, clicking and dragging • form groups using numbers or colours, for example, <i>Blau ist hier, die zweite Gruppe ist hier</i> 	<p>Recognise and respond to routine classroom interactions and make polite requests using actions, words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and respond to simple questions using intonation and gestures, for example, <i>Wer/Was ist das? Das ist ... ? Ist das ... ? Nein, das ist ...</i> • understand and respond to instructions to play games, complete work or get ready for class, for example, <i>bitte schreibt auf, lesen, nehmt eure Hefte raus, Stell dich hier hin, Mach mir nach, ich bin dran, du bist dran</i> • locate or request classroom objects, for example, <i>links, rechts, auf dem Boden, hinter dem Stuhl, unter dem Tisch, Ich möchte</i> • use modelled phrases to apologise, praise and offer wishes or congratulations, such as <i>Entschuldigung bitte, Alles Gute, Glückwunsch, gut, toll, viel</i> 	<p>Participate in and respond to everyday classroom exchanges using modelled phrases to seek permission or ask for clarification.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow simple directions to complete tasks, such as moving within the classroom or school, using correct equipment or finding objects, for example, <i>Stelle dich draußen an, komm rein, geh in die Bibliothek, komm her, schreibe mit dem Bleistift, teile die Hefte aus</i> • request permission using modelled phrases, such as <i>Darf ich bitte auf die Toilette gehen? Ja, Nein, Darf ich es bitte haben? Ja, du darfst es haben</i> • participate in classroom routines, such as naming the days of the week, saying the time and describing the weather, for example, <i>Gestern war Sonntag, Heute ist Montag, Morgen ist Dienstag, Es ist sonnig, Es ist 11 Uhr, Es ist kalt</i> 	<p>Participate in and respond to everyday classroom exchanges using modelled language to excuse, request help and to follow instructions.</p> <p>Students:</p> <ul style="list-style-type: none"> • excuse or request help, using modelled language, such as <i>Tut mir Leid! Entschuldigung bitte, Frau Lenz! Ich brauche bitte Hilfe!</i> • ask for clarification using modelled language, for example, <i>Ich verstehe nicht, bitte sagen Sie es noch einmal, bitte zeigen Sie es mir</i> • follow classroom instructions, such as <i>Hört mir zu und schreibt das Wort auf, seht euch das Video an und zeichnet, Sprecht mir nach</i> • ask and answer questions relating to time, such as <i>Welcher Tag ist heute? Heute ist Dienstag, Wie spät ist es? Es ist 14 Uhr, Welches Datum ist heute? Heute ist der 3. Mai</i> 	<p>Interact in and lead classroom exchanges using modelled language to negotiate own learning.</p> <p>Students:</p> <ul style="list-style-type: none"> • negotiate tasks and activities, for example, <i>Arbeitest du lieber am Computer oder schreibst du lieber auf Papier? Ich schreibe lieber auf Papier, Dürfen wir zusammenarbeiten? Arbeiten wir zu zweit oder zu dritt? Dürfen wir auf dem Boden sitzen? Wer ist der Nächste? Darf ich an der Reihe sein?</i> • lead activities such as a craft or cooking lesson using modelled procedural language, for example, <i>Ihr braucht eine Schere, einen Bleistift und einen Kleber, Bitte passt auf, erster Schritt, halbieren, zweiter Schritt, ausschneiden, dritter Schritt, kleben</i> • use modelled language, to interrupt, ask for clarification or seek permission, for example, <i>Wie buchstabiert man das? Bitte langsam</i> 	<p>Interact in and lead classroom routines and activities using modelled questions, statements and responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • make and respond to requests using polite forms of address, for example, <i>Gib mir bitte den Stift, Darf ich bitte hier sitzen? Darf ich mir bitte Ihren Bleistift ausleihen, Gern geschehen</i> • lead and develop classroom routines or activities, for example, start or finish the lesson, introduce a task or give instructions using familiar classroom language, such as <i>Was machen wir heute? Welche Lernziele haben wir? Bitte holt eure Hefte raus, Sucht euch einen Lernpartner, Habt ihr Fragen?</i> • develop and follow shared class rules and procedures using modelled language to lead classroom routines, for example,

	<ul style="list-style-type: none"> • use modelled phrases and gestures in class activities or remind others of their learning responsibilities, such as <i>bitte hört zu, bitte setzt euch hin, bitte wartet!</i> 	<p><i>Spaß, schönes Wochenende.</i></p>	<ul style="list-style-type: none"> • seek clarification by making statements or asking modelled questions, such as <i>Ich verstehe das nicht, Wie bitte? Welche Seite? Wie sagt / buchstabiert man das auf Deutsch?</i> 	<ul style="list-style-type: none"> • praise or comment on each other’s learning, for example, <i>Super! Gut gemacht! Weiter so!</i> 	<p><i>sprechen, Darf ich die Schere benutzen?</i></p>	<p><i>bitte arbeitet leise und redet nicht, Setzt euch auf den Boden, bitte arbeitet am Tisch, bitte passt auf, bitte meldet euch, räumt bitte auf</i></p> <ul style="list-style-type: none"> • check on own learning, using comments and questions, such as <i>Kein Problem! Das schaffen wir, Was machst du jetzt? Verstehst du das?</i>
<p>Key concepts: routine, politeness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are our daily routines? • What does being polite look, sound and feel like? 			<p>Key concepts: procedure, routines</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to follow instructions? • Why do we need routines? 		<p>Key concepts: responsibility, respect, negotiation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What qualities make a good leader? • How does showing respect help us to learn and grow? • What skills do we need to work well with each other? 	

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise pictures, gestures, symbols and key words in shared spoken, written and multimodal texts and use in guided activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for sounds or key words in texts, such as songs, rhymes, videos or teacher statements, and repeat or respond with gestures or by drawing, <i>und wo ist dein Kopf? Das ist meine Mama</i> • begin to recognise key words on classroom charts, posters and digital displays, and point to, draw, colour or match words and images • find key words in simple texts and use in activities, such as ‘fill in the blanks’, ‘jigsaw sentences’ or cut and paste labels on matching pictures • view simple texts, such as a picture book or video clip, and answer teacher questions related to the content, for example, <i>Ist es ein ...? Ja/nein.</i> 	<p>Recognise and find key words and familiar phrases in shared spoken, written and multimodal texts and use in guided activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for key words in spoken texts, such as songs, chants or video clips and respond when hearing a specific key word or phrase, for example, by pointing or raising hand, <i>Daumen hoch</i> or <i>Daumen runter</i> • recognise key words and phrases in simple written texts, such as a poster, slideshow or chart, and show comprehension by matching, circling, clicking and dragging, colouring or drawing • select correct letters, words or familiar phrases on flashcards and use to construct modelled words or simple sentences • show the sequence of a story or event by drawing and labelling or by sequencing picture and word cards • listen to or view simple texts and respond to modelled questions about details relating to colour, size, shape and number, such as <i>Welche</i> 	<p>Identify key words and specific information in simple spoken, written or multimodal texts and use in guided activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for key phrases or information in spoken texts and use visual cues, such as gestures, facial expressions, movement, actions, picture cards or props • identify key information in texts such as graphs or diagrams, and use to respond to simple questions, for example, <i>Wie viele Kinder essen gerne Bananen? Was kannst du hier sehen? Wo leben die Tiere?</i> • recognise and select key words or sentences in familiar texts such as a picture book, and use in own writing, for example, to write speech bubbles, create a list or to label illustrations • view familiar texts and respond to simple questions in shared reading or viewing using contextual and visual clues, such as <i>Ist das ein ...? Ja, das ist ein ..., Nein das ist ein ..., Welche Farbe hat die ...? Hast Du</i> 	<p>Identify and order specific information from a range of simple texts and use in modelled tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • find examples of German language at home or in the community, such as images, signage or labels, and use, for example, to create a display or list of words related to food, toys or technology • collect information from peers, such as favourite colours, animals or sports, and present, for example, as a labelled chart or table • view or listen to a familiar text, such as a picture book, video clip, television commercial or children’s movie trailer, and recognise and record key information, such as character, food, numbers or place • identify specific information in short texts and use to match images or photos with words, sequence events or sort information into categories, such as nouns, adjectives or verbs. 	<p>Identify and organise information from a range of familiar texts and use in modelled tasks.</p> <p>Students:</p> <ul style="list-style-type: none"> • view or listen to a familiar community text such as a weather report, and recognise key words, such as weather types, <i>sonnig, bewölkt</i>, or track the progress of seasonal weather changes, for example, <i>der Schneefall</i> • gather information about each other’s home life and activities, for example, conduct a survey about pets, sports, leisure activities, family, or likes and dislikes, and compile results in a modelled format, such as a graph or <i>Steckbriefe</i> • view or read simple texts, such as a German menu, advertisement, catalogue or packaging, and locate key information, such as product name, quantity or price. 	<p>Locate and compare information and supporting details from a range of texts and use in a variety of ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate and compare information from multiple sources, such as a video clip, article or website and use, for example, to create a visual display, such as a poster with labels • collate survey or interview data, or compare information presented on a graph or table, for example, relating to students’ interests, such as <i>15 Kinder in unserer Klasse fahren gerne mit dem Radn, 8 Schüler lesen gerne</i> • gather and compare information from photographs, videos, texts or images of school life in German-speaking countries and Australia, and use information to complete, for example, a Venn diagram • read, view or listen to texts related to aspects of school life, such as a timetable, schedule or canteen menu and collate key information about activities, schedules, subjects, school routines, 	<p>Gather and compare information and supporting details from a range of sources and contexts and use in a variety of ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • survey and compile information about young people’s lifestyles in Australia and German-speaking countries, such as interests, preferences, television shows, preferred means of transport or leisure activities, compare the findings and present in formats such as tables, graphs, diagrams or oral presentations • gather key information from a range of texts on topics, such as home or school life, holidays, climate change, the environment or pastimes, discuss findings and compare opinions using simple statements, for example, <i>Einige Studenten in Australien zelten gerne in den Ferien, Studierende in Deutschland haben eine Sommerpause</i> • view video clips or read simple texts containing social interactions in different contexts, such as

	<i>Farbe ist das? Wie viele sind es? Ist es groß oder klein? Ist es rund?</i>	<i>ihn gesehen? Woher? Wer war es?</i>			<p>and extracurricular activities of students attending school in German-speaking countries, <i>Deutsche Schüleressen Mittag oft zu Hause australische Schüler bringen ihr Mittagessen mit in die Schule, Einige Schülerinnen kaufen das Mittagessen in der Kantine</i></p> <ul style="list-style-type: none"> • locate information in texts, such as a public timetable, advertisement or brochure and present it in a different format, such as a chart, map, itinerary or digital blog. 	<p>exchanges between parents and children, teachers and students or customers and shop assistants, identify new words, phrases and expressions and record using digital formats, such as a voice recording, presentation, skit or short video.</p>
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<p>Key concepts: discovery, locating, recognising</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we find out new information? • Where can we find the information we need? • How can we recognise the important parts of a text? 	<p>Key concepts: obtaining, selecting, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is factual information? • What are useful ways to gather information? • How do we select the most important information? 	<p>Key concepts: comparison, evaluation, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information we can trust? • Why is certain information better suited to written, visual or spoken texts?
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Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share simple, factual information about self, familiar people and objects using gestures, pictures, labels and familiar words.</p> <p>Students:</p> <ul style="list-style-type: none"> • share factual information about self, using familiar words, phrases and appropriate gestures, for example, by labelling or captioning a picture or photo for a class album or display and sharing with 	<p>Share factual information relating to self, family or significant objects using pictures, labels, captions, familiar words and simple statements.</p> <p>Students:</p> <ul style="list-style-type: none"> • present spoken information relating to personal, significant or classroom objects, using familiar words and simple, descriptive statements, such as <i>Das ist mein Stift, er ist blau, meine Tasche</i> 	<p>Share factual information relating to familiar people and places using simple, descriptive sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information relating to familiar people and places using simple, descriptive sentences, for example, <i>Ich bin in der ... Grundschule, ich bin in der 2. Klasse, meine Lehrerin heißt ..., Das ist mein Haus, ich wohne</i> 	<p>Present factual information relating to friends and daily life using simple descriptive statements and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe family or friends, identifying relationships, likes and dislikes, using simple modelled language, for example, <i>Das ist mein Freund, Er mag Autos, Er mag keine Fahrräder</i> 	<p>Present factual information relating to school routines, events and shared experiences using simple descriptive sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a weekly, school timetable using information related to time, subject and location and share with a German-speaking pen pal or friend • write a class recount relating to a shared 	<p>Convey information relating to personal and social experiences and ideas in different formats, and present in a variety of ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • compare aspects of the lives of children living in German-speaking countries and in Australia and convey ideas in graphic form, such as weekly schedules, leisure time activities or preferred holiday destinations 	<p>Convey information and ideas in a variety of ways using modelled language to suit specific audiences and contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey personal information, for example, a digital profile, in a format suitable for a sister school correspondence • collate the results of a class or peer group survey and present, for example,

<p>the class, <i>Das bin ich, Ich heiße ..., Ich bin ... Jahre alt</i></p> <ul style="list-style-type: none"> • share information about familiar people or a significant object by pointing at a drawing or showing an object, using familiar words or modelled sentences, such as <i>Das ist mein Hund, Das ist mein Skateboard</i> • listen to descriptions and use visual cues to sort items into categories related to number, colour, shape or size, such as <i>Es gibt drei Tiere, Das ist rot, Das ist rund, Das ist groß / klein.</i> 	<p><i>ist groß, mein Fahrrad ist grün und fährt schnell</i></p> <ul style="list-style-type: none"> • draw and label a picture or photo, for example, of self, family or familiar people and share factual information relating to personal features, such as height, hair and eye colour, for example, <i>Das ist meine Familie, Das ist mein Bruder, Er hat blaue Augen, Ich habe braune Haare</i> • use modelled words or formulaic sentences to label or caption an image or drawing, for example, of a family celebration or special event, <i>Wir feiern Weihnachten, Das ist mein Geburtstag, Der Sporttag war toll.</i> 	<p><i>bei meiner Großmutter und meinem Großvater, ich habe einen Hund</i></p> <ul style="list-style-type: none"> • participate in a shared survey, for example, relating to likes, dislikes or favourites and present findings as a labelled picture graph or diagram • share factual information from shared texts using modelled, descriptive sentences, such as <i>Sie ist stark, ich bin glücklich, Das Auto ist laut, Die Klasse ist leise</i> and present, for example, as a class picture book or visual display. 	<p><i>und Skateboards, Er spielt Eishockey</i></p> <ul style="list-style-type: none"> • present factual information using simple descriptive language, relating to family, for example, draw, label or caption a family tree • collect factual information from a plan, map, diagram or poster, for example, of a house or dwelling, and share using modelled language, such as <i>Mein Haus ist groß, Es hat zehn Zimmer und einen Garten, Es hat kein Schwimmbad</i> • describe and sequence daily activities, for example, by writing a diary entry or making picture flashcards using formulaic sentences, <i>Ich wache auf, ich frühstücke, ich putze mir die Zähne, ich gehe zur Schule, ich spiele Korbball, ich sehe fern, ich schlafe.</i> 	<p>experience or school event, such as a school excursion or performance using modelled sentences relating to time or place, for example, <i>Ich war im Zoo, Ich habe die Affen gesehen, Es hat Spaß gemacht</i> and present as a descriptive report or short class blog</p> <ul style="list-style-type: none"> • collect information relating to likes, dislikes and favourites, by asking and answering questions using checklists, surveys or interview questions and present as a class graph or chart, for example, <i>Was ist dein Lieblingsfach? Magst du Mathematik? Magst du Montag nicht?</i> 	<ul style="list-style-type: none"> • draw a map of the school or a neighbourhood and label using a key or legend to represent the name and location of buildings and points of interest, and describe these using modelled, descriptive sentences • gather information from a variety of sources and contexts relating to technology, landmarks or festivals, and present a simple summary using supporting resources, such as sound, visuals or graphics, for example, <i>Porsches sind sehr schnell, die Alpen sind groß, In Köln wird Fasching gefeiert.</i> 	<p>as a digital presentation using graphics, tables, graphs and diagrams suitable for a buddy class or school display</p> <ul style="list-style-type: none"> • collate information from a variety of sources and present in a format for a specific audience, for example, a picture graph or diagram for younger students, a multimodal presentation for the school community or an information poster for a sister school • convey information using modelled language to inform, advertise or persuade, through texts such as a brochure, advertisement or itinerary, for example, related to a city or tourist attraction in a German-speaking country.
<p>Key concepts: sharing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What information do we like to share? • What are the ways we can share information? 			<p>Key concepts: informing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness? 		<p>Key concepts: informing, conveying</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across? 	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in a range of shared, imaginative experiences and respond through stories, actions, dance and singing.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing and reading and respond with creative expression through actions, movement or dance • participate in shared reading of simple, repetitive texts and respond by copying or mimicking vocal expression and intonation • sequence the events of an imaginative story using ‘cut and paste’, drawing or ‘click and drag’ activities • respond to teacher questions about characters in imaginative texts by pointing, selecting or using simple responses, for example, <i>Wer ist das? Max, Ist er ein Junge? Ja</i> • respond to imaginative texts by copying, mimicking, engaging in role-play of characters, singing along or acting out a scene or favourite part. 	<p>Participate in imaginative experiences and respond through shared reading, movement, dance, and singing.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared singing, chanting or reading and respond using actions or movement, or by repeating or acting out using simple words and familiar phrases • draw imaginative characters, places, objects or events and match, copy or write words, phrases or simple, modelled sentences, for example, <i>Das ist Flecki, Flecki ist süß</i> • listen to, view and read simple, familiar texts, such as songs, picture books or animations, and respond by repeating familiar words, sequencing events or predicting what might happen next • retell or recreate an imaginative text using modelled, repetitive language and prompts, such as pictures, cut-outs, puppets or props. 	<p>Participate in a range of imaginative texts and respond through shared reading, collaborative retelling, and other forms of expression.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, view and read a range of print and digital imaginative texts, and respond by making simple statements, such as <i>Ich mag die Katze, ich mag den Hund nicht</i>, or by answering modelled questions, such as <i>Wer war es? Was ist passiert? Wann trafen sie sich? Wo ist das Haus?</i> • respond by expressing a personal opinion of an imaginative text, for example, <i>Das ist lustig / komisch / langweilig</i> • recount events of a story, for example, by illustrating and labelling a storyboard or story cards • describe people, places, animals and things using common adjectives, such as <i>die sieben Zwerge, das rote Haus, der großer Ball</i> • perform parts of texts, using actions, gestures, words and modelled sentences. 	<p>Engage in and respond to a range of imaginative spoken, written and multimodal texts using modelled sentences to describe characters, places and events.</p> <p>Students:</p> <ul style="list-style-type: none"> • sequence events in texts, for example, by creating a storyboard using pictures, illustrations and captions using modelled, descriptive sentences, such as <i>Ihr Name ist ... Sie ist eine Hünd/in, Im Park, Sie ist verloren gegangen</i> • make statements about characters using modelled sentences, for example, <i>Die Katze hat Angst, Der Hund ist lustig</i> • view a familiar imaginative text, such as a video, animation or comic, and respond by describing characters, places and events using modelled, formulaic sentences, such as <i>Schneewittchen ist im Wald, Sie ist allein, Die sieben Zwerge helfen Schneewittchen.</i> 	<p>Engage in and respond to a range of imaginative texts using simple statements to describe the characters and plot, and express favourite elements.</p> <p>Students:</p> <ul style="list-style-type: none"> • retell or write the basic plot or favourite part of a text using simple, modelled sentences with pictures, such as <i>Shrek und Fiona sind im Schloss, der Esel schläft neben der Höhle</i> • create a profile of an imaginative character from a familiar text, using modelled statements to describe features, such as <i>Name, Alter, Wohnort, Hobbies, Aussehen</i> and <i>Bild</i>, for example, <i>Die Hexe ist böse, sie hat Hunger, sie will die Kinder essen</i> as • engage with authentic German stories, myths, legends or folk tales, make connections with known stories, and compare characters, settings and events using images and simple statements • collate words, exclamations or expressions used in a range of imaginative texts, 	<p>Respond to themes, stories and actions in imaginative texts using connected statements to share own experiences and feelings using modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • share opinions and feelings about a range of imaginative texts, such as performances, cartoons, displays or artworks, using modelled expressions, such as <i>Das Kunstwerk ist interessant, Die Aufführung war lustig / traurig / dumm, Der Charakter war seltsam, Ich bevorzuge den Anfang / das Ende</i> • share key events from an imaginative text, for example, by creating a storyboard or sociogram, including captions or word bubbles to capture the mood or feelings in the text, such as <i>Aschenputtel hat zwei Stiefschwestern und eine Stiefmutter, Ihr Vater ist verstorben</i> • make connections with or relate to favourite characters in stories, plays or movies, by listing words or expressions associated with their personality, for 	<p>Respond to imaginative texts using modelled structures to share responses and experiences of personal and cultural value.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with imaginative texts, recall characters, events, cultural meanings or messages, and respond to questions, for example, <i>Wer ist der Held / Bösewicht? Warum denkst du er/sie ...?</i> • identify and share key messages, such as the moral of a story, idea or value expressed in a song or the attributes of a character in a comic or film, for example, <i>Der Film ist eine Komödie, Die Geschichte handelt von Ehrlichkeit und Freundlichkeit, Der Charakter hat viele Freunde</i> • share opinions with peers about a character’s personality or role using modelled language, for example, <i>Mein Lieblingscharakter ist ... weil er ist ..., Sie ist der Bösewicht und er ist der Held</i>

				<p>such as <i>Es war einmal ...</i>, <i>Igitt!</i> and <i>schwuppdwupp</i></p> <ul style="list-style-type: none"> • read simple imaginative texts, make connections with own experiences and share reactions using modelled statements, such as <i>Der Film war interessant</i>, <i>Die Geschichte war traurig</i>. 	<p>example, <i>Er ist hilfsbereit und klug</i>, <i>Ich bin auch so</i></p> <ul style="list-style-type: none"> • engage in a range of imaginative texts and make connections with emotions, such as affection, sadness or anger, for example, <i>Ich freue mich, wenn ich ... ich habe Angst, wenn ich</i> 	<ul style="list-style-type: none"> • listen to, view and respond to imaginative texts, such as traditional or contemporary poems and artworks that evoke emotions, and make connections with own experiences by using statements, such as <i>Ich bin begeistert</i>, <i>Ich liebe ...</i>, <i>Es ist beängstigend</i>, <i>weil ich nicht mag ...</i>, <i>Ich glaube</i>
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<p>Key concepts: imagination, participation, interaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is imagination? • How does joining in help us enjoy an experience? • What makes a good story? • How does the story make me feel? 	<p>Key concepts: engagement, character, description</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does a story draw me in? • How do I connect with the characters? • How can descriptions help us to enjoy a story and connect with a character? • How can stories help us learn about languages and cultures? 	<p>Key concepts: message, response, opinions, relating</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there a message in every story? • What experiences in my own life does this imaginative text remind me of? • What do I think about the message in this imaginative experience?
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Thread: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Participate in imaginative performance of songs, stories or rhymes, using sound patterns, rhyming words and non-verbal forms of expression.</p> <p>Students:</p> <ul style="list-style-type: none"> • rehearse a shared song, rhyme or puppet play using sounds, familiar words, actions, facial expressions and movement, and perform in class or at a school assembly 	<p>Participate in imaginative performance and presentation of action stories, songs or rhymes using verbal and non-verbal forms of expression and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a modified version of a chant or song and perform with actions to the class • create a class picture book, retelling a well-known story, using 	<p>Create and perform simple imaginative texts using familiar words and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and present own version of a familiar imaginative text, using vocabulary and modelled language to adapt characters or objects, for example, <i>Die kleine Raupe Nimmersatt</i>, <i>Hänsel und Gretel</i> or 'Tiddalik' 	<p>Create and perform simple imaginative texts to familiar audiences, using modelled language and visual supports.</p> <p>Students:</p> <ul style="list-style-type: none"> • create or re-tell a simple story using familiar modelled language and perform to a younger class using images, illustrations or props • create a new version or modify a well-known song, poem or rhyme by 	<p>Create and perform simple imaginative texts to a range of familiar audiences, using familiar expressions, simple statements and modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and perform an adapted version of a traditional or contemporary text, using simple repetitive language and familiar expressions, for example, <i>Die Bremer Stadtmusikanten</i> 	<p>Create, perform or present a variety of original and known imaginative texts based on or adapted from events, characters or settings, to a range of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a new imaginative character, event or setting for a familiar imaginative text and introduce to peers using simple modelled language • create and present imaginative digital 	<p>Create, perform or present imaginative texts, adapting characters, settings and events, using a variety of modes to suit a range of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • re-create a familiar text, for example, by changing the main character, setting or an event and present using digital tools and apps for movie making, and voice recording

<ul style="list-style-type: none"> • express own understanding of imaginative texts through drawing, making or painting • devise dance movements or actions to illustrate the meaning of the words in a well-known song • experiment with the sounds of the German language through songs and rhymes • act out or role-play a scene or parts of a narrated folktale or story using costumes and props • copy or re-create new actions or movements for a traditional or contemporary German dance, song or story. 	<p>modelled language and hand-drawn illustrations</p> <ul style="list-style-type: none"> • draw illustrations and copy words, phrases and simple sentences from imaginative texts to create, for example, a mini book, shared big book or class display • create, rehearse and share a simple performance or art presentation using modelled language for a buddy class or the school community • order images or pictures of familiar stories to create different versions and present as a story map or artwork with familiar key words as labels or captions. 	<ul style="list-style-type: none"> • create short imaginative dialogues, songs or skits adapted from a familiar, repetitive text using dolls, puppets or toys, and present using familiar modelled language • create a visual artwork with labels, titles or captions using modelled language to present to the class or at an assembly. 	<p>changing key words or parts of lyrics and perform to peers</p> <ul style="list-style-type: none"> • co-write a class script about characters from a familiar story and perform for peers, for example, a readers’ theatre, that includes a complication and common German expressions, such as <i>Hallo! Liebe Kinder? Seid ihr alle da? Ja!</i> • create written or digital texts, such as a big book, song, skit or a slideshow to share with younger learners or to present to peers at a school assembly. 	<ul style="list-style-type: none"> • create an original simple imaginative text based on a familiar, modelled structure such as <i>Mein Traumhaus</i> • create and label own artwork or illustrations and present as a digital or class display, for example, imaginative creatures, places or objects • co-create a short play, animation or skit involving familiar characters from German and Australian imaginative texts and present to a range of audiences in a digital format, for example, by illustrating and recording their own narration. 	<p>texts, such as a photo story, e-book or avatar, using modelled language and cultural elements and record own voice using digital technologies to share with others</p> <ul style="list-style-type: none"> • create an original short story, skit, poem or song using modelled language, with simple written and visual supports and perform for a specific audience, for example, a buddy class or younger students • create and perform an original or familiar poem, rap or song, experimenting with repetition, rhyme and rhythm, for example, a shape or acrostic poem. 	<ul style="list-style-type: none"> • create texts for enjoyment and interest, such as a painting, sculpture or model of an imaginative character, event or location and display using title, captions or a detailed description • create and record imaginative spoken texts, such as a voice recording of a character introduction, scene or interview between 2 characters, and use modelled language to share on a class blog, digital platform or as part of an online sister school presentation • create and produce an advertisement to promote an imaginative or real person, place or object, for example, a radio advertisement, TV commercial or poster for a new product or short film.
<p>Key concepts: re-creating, imagination</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When we listen to the same text in different languages, what changes and what stays the same? • What do we need to tell a good story? 			<p>Key concepts: creating, re-imagining, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I re-tell a story without losing the message? • How can I make my presentation or performance entertaining? 		<p>Key concepts: performance, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I make an imaginative experience more engaging? • How can I adapt an imaginative text without losing the key message? • How can I share my languages and cultures through performance? 	

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice and share meanings of gestures, sounds, words and phrases in German, English or other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice that German and English have their own sounds, words, gestures and actions, for example, by listening to and singing familiar songs, reading illustrated stories or matching words to pictures in games • notice similar words, gestures and expressions between languages, such as ways of using greetings or saying ‘yes’ and ‘no’ • listen to, view or notice different ways of saying the same thing in English, German or known languages, for example, ‘Hello, My name is ...’, <i>Hallo, ich heiÙe ...</i> • substitute familiar words in a shared text from one language to another, such as, in simple repetitive songs or predictable texts • use German and English to name familiar objects or to label pictures • begin to notice German words in classroom signs, posters, displays and labels. 	<p>Recognise that gestures, expressions, words and phrases carry meaning, and share these with others.</p> <p>Students:</p> <ul style="list-style-type: none"> • play matching games with German and English word and picture cards • recognise and share familiar greetings, expressions or phrases in German, English or other known languages, for example, <i>Alles Gute zum Geburtstag, Guten Morgen, Danke</i> • recognise and predict the meaning of gestures, words or actions in simple repetitive songs, stories or rhymes • begin to use classroom resources, for example, word lists, posters and displays to translate high frequency words, common expressions and their meanings. 	<p>Recognise that expressions, words and phrases carry meaning, and begin to translate between German, English or other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • predict the meaning of words or phrases in simple shared texts, such as picture books or video clips, using contextual cues, such as symbols, actions, gestures and images • translate high frequency words and simple phrases using classroom resources, such as word lists, word banks, flashcards, table mats or picture dictionaries • begin to notice that some words and phrases are not word-for-word translations, for example, <i>Guten Tag</i> can mean good day or good afternoon • compare simple, repetitive songs or rhymes between languages, and begin to notice pronunciation, word order and meaning, for example, ‘Heads, shoulders, knees and toes’ or ‘The ABC’ song in German, English or other known languages. 	<p>Recognise and translate high frequency words, phrases and simple sentences and share meanings.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and translate familiar words and phrases used in signs, labels or displays, noticing that words may not always correspond across languages, such as <i>die Autobahn, die Apotheke, Wir haben geöffnnet/geschlossen</i> • begin to recognise cognates such as <i>Apple/Apfel</i> and ‘false friends’ such as <i>brave/brav</i> and record on a shared class list or chart • recognise and compare words used in German and English, for example <i>Deutschland / Germany, Wien / Vienna</i> • recognise and share German words used by English speakers, such as <i>Kindergarten, Volkswagen, and Hamburger</i> • notice word order when translating simple, modelled sentences in familiar texts, such as repetitive songs or rhymes, noticing similarities and 	<p>Translate words, phrases and simple sentences and share those that do not translate easily.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and compare words and expressions which do not translate easily, such as <i>doch, Mahlzeit! Das ist mir Wurst!</i> • use dictionaries, word lists and pictures to translate simple familiar texts, such as a short story, song or lines from a fairytale, and share meanings or interpretations with peers • identify key vocabulary from a story or song and translate using a dictionary, word list or poster, noticing when there is non-equivalence • find English words in German texts and consider how these might be pronounced in German, for example, <i>das Baby, das Hobby, der Ball, das Radio, der Zoo, das Hotel, der Park, das Taxi, der Tourist, die E-mail, der Reporter, der Bus, der Name, das Menu</i> • explore the use of onomatopoeia in German animations and children’s songs, such as <i>Ein Hahn</i> 	<p>Translate simple texts and recognise words, phrases, images or gestures that require interpretation or explanation.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate high-frequency words or phrases, images and symbols from simple texts, noticing that some carry cultural meaning • translate simple visual texts, such as infographics or posters, noticing when word-for-word equivalence is not possible • experiment with bilingual dictionaries and online translators when translating simple texts • identify and explain words and expressions that do not translate easily, such as <i>gemütlich, Wanderlust, fix und fertig sein</i> • consider why some words or expressions require indirect translation or further explanation, such as ‘OSHC’, the ‘sports oval’, and the ‘canteen’ or German versions of Australian signage. 	<p>Translate and interpret simple texts, and discuss how literal or cultural meanings may differ between contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate informative texts, such as advertisements, brochures, menus and food packaging and discuss how meanings and graphics might be interpreted • translate a range of community texts, for example, public signage or warnings and consider how cultural meaning can be interpreted, and consider, for example, the concept of <i>Ordnung</i> • use cognates to predict meaning, for example, <i>Brot, kalt, trinken</i>, and note ‘false friends’ such as <i>das Gift / ‘the poison’</i> • identify and translate simple community texts, such as street or shop signs, noticing how meanings can change • translate simple personal texts, such as photo stories, emails, text messages, diary entries or conversations, and identify words and phrases that can be translated literally and

			differences in meaning between languages.	<i>macht kikeriki, ein Hund macht wau wau</i> and compare with English or other known languages.		those that cannot, for example, <i>Bist du satt?</i> (not <i>voll</i>) or <i>Es geht mir gut</i> (not <i>Ich bin</i>) <ul style="list-style-type: none"> interpret the meanings of some compound words, such as <i>das Schlagzeug, babyleicht, abenteuerlustig</i>, and discuss ways they might be translated.
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<p>Key concepts: noticing, translation, sharing, prediction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does translate mean? • When do I need to translate? • What helps us predict what words might mean in another language? • Why do people use body language and gestures when explaining? 	<p>Key concepts: translation, interpretation, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do words that look and sound the same always have the same meaning? • What words and gestures are similar in the languages you know? • What do I notice about word order when translating simple sentences? 	<p>Key concepts: interpretation, explanation, translatability, context, <i>Ordnung</i></p> <p>Key questions:</p> <ul style="list-style-type: none"> • When is translating and interpreting needed? • How can I translate a text without losing the meaning? • Are online translators a help or a hindrance? • How do I explain cultural sayings or expressions that have no direct translation? • When should I interpret or translate? • How does the concept of <i>Ordnung</i> affect translations?
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Thread: Creating bilingual texts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create simple bilingual texts, using modelled words, phrases, pictures and sounds.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a shared bilingual word list with pictures for classroom use or to share with family • trace or copy high frequency words or phrases in German and English to contribute to a whole class poster, big book or display • create labels for pictures, photos, drawings or objects using German, English 	<p>Create simple bilingual texts using modelled words, phrases or simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • co-create a bilingual wall chart, classroom display or a shared picture dictionary using images, captions and illustrations • create a shared bilingual poster or set of flashcards with pictures using high frequency words greetings or familiar phrases • co-create a simple oral bilingual text, such as a 	<p>Create simple bilingual texts for personal or shared use, using modelled words, phrases and simple sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual word lists for classroom use and add to throughout the year • create and share a simple bilingual or multilingual presentation for the school community, for example, a familiar bilingual song or short play, using modelled phrases and sentences in 	<p>Create simple bilingual texts, for self and peers, using modelled words and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • use bilingual picture dictionaries, word lists and simple grammar charts to write short bilingual texts, noticing changes in word order • create a bilingual picture dictionary or table mat, for personal or shared use, using captions or simple descriptions including some explanations of familiar culture-specific 	<p>Create bilingual versions of simple texts for the classroom and school community, using modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual versions of school signs or posters using print or digital resources for the school community, such as <i>Bitte mach die Tür zu! Hier sind die Scheren / Klebestifte / Stifte!</i> • use bilingual dictionaries, word lists and charts to translate a simple familiar text, such as a picture 	<p>Create bilingual texts for a range of audiences and purposes, using bilingual dictionaries and online translation tools.</p> <p>Students:</p> <ul style="list-style-type: none"> • produce bilingual informative texts, such as a menu, brochure, poster or signage for different purposes or audiences • create bilingual procedural texts, such as instructions on how to play an action game, board game or card game, or a recipe for cooking, using bilingual dictionaries and online 	<p>Create a range of bilingual texts for a wider variety of audiences and purposes using bilingual dictionaries and online translation tools.</p> <p>Students:</p> <ul style="list-style-type: none"> • create shared bilingual resources such as print or digital word banks or a glossary using online dictionaries and translating tools • perform a role-play or skit or create a bilingual presentation for an assembly or end of year concert, using German and other known

<p>or other known languages.</p>	<p>song, simple repetitive story or puppet play.</p>	<p>German and English or other known languages</p> <ul style="list-style-type: none"> • write captions in German and English for a photo of a shared class event or experience, for example, Sports Day • create personal or shared sets of bilingual word cards and play matching games, such as ‘Memory’ or ‘Snap’. 	<p>terms such <i>gemütlich, Fernweh, and Ohrwurm</i></p> <ul style="list-style-type: none"> • create a simple bilingual version of a familiar song or story selecting key words to alternate between languages. 	<p>book, and create a bilingual word list or chart to assist peers to engage in the text</p> <ul style="list-style-type: none"> • create and perform bilingual or multilingual versions of familiar songs, alternating between the languages and switching key words in repeated phrases • use both German, English or other known languages in simple interactions such as games or exchanges to express feelings or reactions, for example, <i>Ich möchte bitte mitspielen, this game is wunderbar!</i> 	<p>translating tools and noticing which words are difficult to translate</p> <ul style="list-style-type: none"> • create handmade or digital greeting cards for a member of the school community, using bilingual dictionaries or online translating tools • write a bilingual recount of a recent school event, cultural experience or excursion for the school newsletter or website. 	<p>languages for the performance and English for supporting explanations</p> <ul style="list-style-type: none"> • use bilingual dictionaries and online translation tools to create a simple community text, such as bilingual signage, weather report, blog or newsletter item, noticing how bilingual texts support intercultural communication • create bilingual informative texts for the school community or for a visiting sister school, such as an interactive school map, digital timetable, information about a school event or an invitation to a performance or celebration.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we need bilingual stories? • What languages can I use? 			<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why could it be useful to have more than one language when creating texts? • How can we communicate when we don’t speak the same language? 		<p>Key concepts: creating, audience, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is challenging when creating bilingual texts? • What real-life situations would be helped by a bilingual or multilingual text? • How do bilingual or multilingual resources help our learning? 	

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and share ways in which German language and culture are new or interesting.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice what German sounds, looks and feels like, noticing what is new or interesting, such as when singing songs, viewing a video or listening to a story • view images and videos of real-life experiences such as the beginning of school in German-speaking countries, begin to notice details and find connections with their own languages and cultures • share observations relating to gestures, greetings and actions and answer questions about what they notice during intercultural experiences • discuss connections, similarities and differences between German and Australian children’s daily lives, such as interacting with others at lunch time, during playtime, at special events, or ways of travelling to and from school. 	<p>Notice and share how language, behaviour and gestures may change when using German or other known languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • experiment using German to communicate, for example, when greeting, thanking or apologising, and notice any changes in the use of voice, sounds, behaviour and gestures • recognise and share how some German language use may be similar to English and other known languages, for example, greetings used according to the time of day and the formality of a situation, such as <i>Guten Morgen, Morgen! Tag! Hallo!</i> • share responses or reactions to intercultural experiences, such as <i>Ich mag das Lied, Das Wort ist anders / gleich</i> • include some German words and expressions amongst daily English interactions, such as exclamations during games with classmates or amongst simple requests to teachers during lessons. 	<p>Notice and share aspects of German language and culture, paying attention to connections to own languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • compare aspects of Australian and German children’s lifestyles and interactions, such as ways of playing games, eating food, celebrating, or speaking to family or friends using language that displays respect or politeness • explore, in teacher guided discussions, the meaning of the word ‘culture’, what it is and how we show or see it • notice language and behaviour that are similar or different to own ways, and state own reactions, such as <i>das ist anders/gleich</i> or notice how a German speaker wishes others luck with <i>Daumen drücken</i>. 	<p>Identify and share what can be learnt about self and others when participating in intercultural experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • share ideas about how some Australian terms and expressions might be understood from a German perspective, for example, ‘bushwalking’, ‘kick a footy’, ‘eating brekky’, ‘yeah’ or ‘nah’ • identify and share feelings, ideas and thoughts about aspects of children’s lives in German-speaking countries as shown in videos, images and stories, for example, ways of playing games, celebrations, preparing and eating food, telling stories, or interacting at school, home or in the community • notice how own language use influences expectations about German language use, for example, wanting to use one word for ‘you’, and not expecting to capitalise all nouns. 	<p>Identify and describe what can be learnt about self and others when engaging in Intercultural experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe to peers what they are confident about when using German, what they feel unsure of and what they most enjoy • experiment with respectful forms of communication, such as responding to <i>danke schön</i> with <i>bitte schön</i>, or using titles such as <i>Frau</i> and <i>Herr</i>, and consider in what ways aspects of Australian communication display politeness • recognise that gestures and body language carry cultural meaning, including expressions of politeness, for example, shaking hands, using the polite form of ‘you’, and addressing someone unknown by their last name and not their first name • identify meaningful words and expressions such as <i>zu Hause, Pausenbrot</i> and <i>Spielplatz</i> and discuss the meanings and associations they make with them. 	<p>Engage in intercultural experiences and discuss own and others’ reactions and assumptions.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in conversations with German speakers, in person or via digital tools, noticing cultural elements within these interactions, such as agreement or directness of messages, and compare to own interactions • identify cultural meanings or messages in texts and discuss responses and reactions with others • Investigate aspects of English and German language use that display cultural perspectives, such as colloquialisms and idioms, for example, ‘wicked’, ‘heaps’, ‘mozzie’ or <i>Ach so!, Echt!</i>, and gestures such as indicating approval with ‘thumbs up’ (comparing with the use of one thumb to indicate the number ‘one’) and ‘applauding’ by rapping knuckles on the table • consider what adjustments in behaviour or language might be needed if a student from a German-speaking country visited 	<p>Engage in intercultural experiences, explore own and others’ reactions and assumptions, and note how culture influences language choices.</p> <p>Students:</p> <ul style="list-style-type: none"> • view a variety of images, photos or videos of authentic intercultural experiences or engage in real-life intercultural experiences, and explore and discuss own and others’ assumptions or reactions • recognise how language use reflects politeness and the closeness of social relationships, such as different levels of formality through the use of <i>du/ihr/Sie</i>, and familiarity with friends, for example, nicknames such as <i>Spitznamen</i>, and various uses of diminutives, such as, <i>-chen, -lein</i> • reflect on how own cultural etiquette and behaviour, such as gestures, affect interactions and may be interpreted, for example, notice similarities and differences in body language when interacting with people

					<p>their school or home and vice versa</p> <ul style="list-style-type: none"> • explore own and others' reactions to intercultural experiences, for example, by looking at images of Australian cultural practices, and imagine what a student from a German-speaking country might say. 	<p>from German-speaking countries, such as shrugging or nodding one's head, and predict the misunderstandings that might occur in an intercultural exchange, such as in a vlog, chat or sister school exchange</p> <ul style="list-style-type: none"> • explore and compare own and others' cultural assumptions about interests, family, school, holidays and leisure, for example, by conducting a survey and comparing the results.
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<p>Key concepts: noticing, culture, reaction</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What languages and cultures are around us? • What do I feel or notice when I experience a new language? 	<p>Key concepts: exploration, connection, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What unites our class and school? • What connections do I have with this language and its cultures? • When do we adjust the way we speak and behave? 	<p>Key concepts: reflection, comparison, diversity, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is an intercultural experience? • How does knowing languages change the way I communicate? • How can we show respect for diversity?
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Thread: Identity in intercultural interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that people belong to groups and recognise that languages are used to communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice groups that they belong to and show these relationships through drawing pictures and adding captions, for example, <i>meine Familie, meine Klasse, mein Team, meine Freunde</i> 	<p>Identify various groups to which they belong, noticing ways that people communicate.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify the groups that they and others belong to and begin to notice the ways each group communicates • notice their own use of words, expressions or behaviours that make 	<p>Identify and share aspects of self, noticing that these are part of one's identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and discuss their own use of words or expressions from different languages when communicating • reflect on their roles in, or membership of, various groups, such as class, sport or family groups, noticing ways 	<p>Recognise and explore the relationship between identity and a sense of belonging.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and explore how they communicate with each other, their families, teachers and other adults, identifying differences in behaviour and language • discuss aspects of belonging, such as relationships, shared behaviour and language, 	<p>Recognise and share how intercultural experiences shape communication, relationships and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • use digital resources to create a profile, such as an avatar or montage to exchange with a German speaking friend, selecting modelled key words and simple phrases that share their identity, and 	<p>Reflect on and explore how learning German may impact own values, thinking and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on and explore aspects of identity that may be impacted by intercultural experiences, for example, wearing a school uniform and how school students in German-speaking countries might view 	<p>Reflect on and describe how learning German impacts on or influences their own and each other's perspectives, behaviour and identity.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on the experience of learning and using German, including any changes to preconceived assumptions or perceived impact on identity, for example, ask self, 'What

<ul style="list-style-type: none"> • share languages that they speak or are learning and the people with whom they speak or learn these languages, and display in picture format in class • read, view or listen to stories about people from other cultures, countries and linguistic backgrounds and notice connections to own lives. 	<p>them who they are, such as words from different languages, or ways of celebrating or communicating that may not be familiar to other people</p> <ul style="list-style-type: none"> • make and illustrate simple statements about the groups that they belong to and languages they speak or learn, such as <i>mein Fußballverein, Ich kann Englisch und Arabisch, Ich lerne Deutsch.</i> 	<p>that they and others communicate</p> <ul style="list-style-type: none"> • create a profile using drawings, photos and captions to display membership of various groups • share personal information relating to home or school contexts, including age and appearance, characteristics, class and school, for example, <i>Ich bin sechseinhalb, Ich habe braune Haare, Ich bin in der 1. Klasse F</i> • reflect on special characteristics and talents of self and others, such as skills, preferences and favourite things, and understand how these form part of their own identity. 	<p>traditions, naming or cultural possessions and reflect on their communication and behaviour in each group</p> <ul style="list-style-type: none"> • create texts from modelled language that represent elements of their own identity, such as a personal crest, photo journal or self-portrait, and explore each other's responses to these. 	<p>compare each other's choices of content</p> <ul style="list-style-type: none"> • share ideas about communication within and across groups, such as school, family, friendship and community groups, for example, by creating visual or digital texts using key terms and expressions associated with each group, for example, <i>Ich bin Australier/-in, Mein Opa kommt aus Griechenland</i> • recognise and discuss own use of words, expressions or behaviours when interacting, such as with a teacher, family member or new acquaintance, that reflect the relationship, cultural influences or language in use • notice how the use of words and gestures in interactions may have different meanings in various groups and note different effects and responses. 	<p>wearing a school uniform, compared to students in other countries</p> <ul style="list-style-type: none"> • reflect on personal identity and what is important to them and their values, such as cultures, languages and interests, using modelled language to create a personal profile that includes these features, and discuss their ideas with each other • listen to, view or read a variety of texts, and reflect on and discuss perspectives and assumptions • consider whether learning and using German impacts on identity and ways of thinking either in or out of the classroom. 	<p>did I first think about learning German and what do I think now?', 'Has learning German impacted my identity in any way?'</p> <ul style="list-style-type: none"> • engage in and reflect on a variety of intercultural experiences, such as real or simulated excursions to a school in Germany, a restaurant or shopping centre and consider how they might behave or interact with each other • consider whether learning and using German influences their behaviour, values, beliefs, assumptions or perspectives • create and share a personal text, such as a digital profile, emblem, motto, self-portrait or caricature that expresses their identity, including their identity as a learner or speaker of German and other languages.
<p>Key concepts: identity, sharing, belonging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes me, me? • What does belonging look like, sound like and feel like? 			<p>Key concepts: reflection, identity, self-awareness</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language groups and cultures do I belong to? • What do we all have in common? • How do I fit in the world? 		<p>Key concepts: identity, reflection, decentring</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I learn this language, what can I learn about myself? • Who am I when I interact? • What's my place in this world? 	

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice and mimic sounds and rhythms of simple spoken German, including distinctive sounds, and their representation in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • build phonic awareness by mimicking the distinctive sounds and rhythms of German in shared songs, chants, games, video clips and stories • notice the sound-letter correspondence of the German alphabet through viewing <i>das Alphabet</i> in various formats, including multimodal versions, and singing <i>das Alphabetlied</i> • begin to develop letter-sound awareness by tracing letters and words, and using these in alphabet and spelling games, such as <i>Ich sehe was, was du nicht siehst</i> • begin to notice sentence level punctuation and the use of capital letters. 	<p>Notice and reproduce the sounds and rhythms of spoken German, and recognise how they are represented in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop pronunciation, phrasing and intonation skills by approximating the sounds of German • notice that the German alphabet looks similar to the English alphabet with the exception of extra vowels with an <i>Umlaute</i>, <i>ä, ö, ü</i> and the <i>Eszett (ß)</i> • notice that although most letters look the same, some letters have different sounds, for example, ‘w’ is pronounced as a ‘v’ • begin to recognise and recite the German letters and sounds through alphabet songs, chants and rhymes • build letter-sound awareness by copying the alphabet letters and high-frequency words, and use in spelling games such as <i>Galgenmännchen</i> • notice the use of basic punctuation, for example, 	<p>Recognise the sounds, rhythms, pronunciation and symbols of spoken and written German, and experiment with saying and writing high frequency words.</p> <p>Students:</p> <ul style="list-style-type: none"> • build phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult, such as <i>ch (ich or acht), u (du) and r (rot)</i> • recognise the <i>Eszett (ß)</i> and vowels using <i>Umlaute</i> in high frequency words, and use in writing, with teacher support • recognise, say and write high-frequency words and expressions in familiar contexts • recognise, imitate and compare vowel and consonant sounds in German and English • begin to apply basic punctuation rules in German, such as capital letters, full stops and question marks. 	<p>Recognise and develop pronunciation and intonation when stating or questioning, and experiment with punctuation and spelling of high frequency words and phrases.</p> <p>Students:</p> <ul style="list-style-type: none"> • experiment with the pronunciation of short and long single vowel and diphthong sounds in words, such as <i>ja, rot, singen, Sport, Winter, zwei</i> • use the <i>Eszett (ß)</i> and <i>Umlaute</i> to pronounce and write high frequency words • notice and experiment with the intonation patterns used for statements, questions, exclamations and commands, for example <i>Du bist acht. Du bist acht? Du bist acht!</i> • copy, experiment with and spell sounds in high frequency words and phrases, syllabify or chunk simple words into sounds or morphemes to assist in pronunciation and spelling, and apply in own writing 	<p>Recognise and experiment with pronunciation and intonation in spoken German, and spelling and punctuation conventions in high frequency words and expressions.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply phonic knowledge of single letters, consonant clusters such as <i>sch</i> and vowel combinations, such as <i>au, ei, eu</i> and <i>ie</i>, to pronounce and spell familiar and unfamiliar words • recognise the difference in intonation between different types of sentences and respond accordingly, for example, <i>Bist du neun? Ja, ich bin neun!</i> • identify some punctuation conventions in German, including the use of punctuation for the different sentence types, and full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse, 9,50 Euro</i>. 	<p>Understand and apply conventions of written and spoken language to suit a variety of expressions and sentence types within familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and develop pronunciation, for example, the two different pronunciations of <i>ch</i> • chunk or syllabify words, or break them up into morphemes, to support correct pronunciation and spelling • recognise and apply different intonation for statements, questions, exclamations and commands • notice punctuation conventions of written correspondence in German, such as <i>Hallo Annette! / Lieber Klaus</i> • compare the capitalisation or non-capitalisation of nouns, including for days, months and seasons in English, to German or other known languages, and apply German 	<p>Understand and apply conventions of written and spoken language to suit familiar spoken interactions and a variety of written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that <i>ß</i> can only be used in lower case, otherwise <i>SS</i>, and that <i>ä, ö</i> and <i>ü</i> can be written as <i>ae, oe</i> and <i>ue</i> respectively, for example, in upper case signs or crossword puzzles • apply phonic knowledge to spell and write unfamiliar words containing, for example, <i>ch, j, v, w, y</i> and <i>z</i> and diphthongs such as <i>au, ei, eu</i> and <i>ie</i> • recognise, pronounce and write common multisyllabic words, such as <i>Auf Wiedersehen, Kindergarten</i> • compare punctuation rules in English, German and other known languages, considering aspects, such as the distribution and functions of commas, the use of a dot after the digit when using ordinal numbers, and the style of

	how all nouns are capitalised in German.		<ul style="list-style-type: none"> • use punctuation rules in German, such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks. 		punctuation rules in own writing.	quotation marks for direct speech.
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<p>Key concepts: systems, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What connections are there between alphabets? • What sounds do I recognise? • How is German like/not like English? • What symbols do we use for sounds when writing? • What is punctuation and what does it do? 	<p>Key concepts: systems, sound, pronunciation, writing, pattern</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is similar about the sounds of German? • What is similar about the way German is written? • What patterns do I recognise? • Why are some sounds in German hard for me to make? • Does punctuation matter? 	<p>Key concepts: systems, sound, intonation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are symbols used to communicate meaning? • How can the sound of a word help us to write it? • How do questions and statements sound different? • How is language like a code?
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Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice frequently used, context-related vocabulary and basic features of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that German has multiple words for the article ‘the’, based on gender • experiment with naming and labelling high frequency nouns such as people, animals and objects using an article and a concrete noun, for example, <i>der Lehrer, eine Freundin</i>, or a pronoun, for example, <i>ich, er, sie, wir</i> • imitate and follow modelling of actions using verbs, such as <i>gehen, kommen, and spielen</i> 	<p>Notice high frequency, context-related words and phrases and some basic features of grammar.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that German has multiple words for the articles ‘the’ and ‘a / an’, based on gender • use the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to an object, for example, <i>Das ist mein Bleistift</i> • recognise terms referring to quantities of people and things, such as <i>mehr</i> and <i>weniger</i>, and notice patterns in cardinal numbers above 10, for 	<p>Notice and use high frequency words and phrases and key features of grammar to create simple phrases and sentences.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe nouns, such as people, places, animals and objects using <i>bin/bist/ist</i> and an adjective, for example, <i>Ich bin klein, Der Bär ist braun, Das Buch ist neu</i> • recognise and use some modelled questions and answers relating to familiar contexts, noticing any connections with the syntax in English, for example, <i>Wie alt bist du? Ich bin sieben Jahre alt, Wie heißen Sie?</i> 	<p>Recognise familiar words and phrases and use modelled, key grammatical structures in simple, familiar texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the link between a noun’s gender and its article and associated pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i> • use the nominative and accusative indefinite articles to denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i> • use the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a 	<p>Recognise and apply modelled, key features of grammar and context related vocabulary in simple texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen, Er mag Cricket, Wir möchten eine Party machen</i> • recognise and describe past events using the simple past tense of familiar verbs, such as <i>war, hatte, ging, sah, spielte</i> and <i>machte</i> • join words, phrases and clauses using <i>und, oder</i> and <i>aber</i> when creating simple or compound 	<p>Understand and apply modelled grammatical structures and context related vocabulary in short texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • refer to a person, place or object using the appropriate articles, for example, <i>Das Mädchen hat einen Hockeyschläger, Die Stadt hat ein Kino und eine Apotheke</i> • notice how articles and pronouns change after certain verbs, for example, <i>Ich danke dir</i>, and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt, Die Party ist bei Stefan im Garten, das Buch</i> 	<p>Understand and apply modelled grammatical structures and vocabulary in new and familiar contexts to create short, connected texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and describe current, recurring and future actions, including by using common verbs, such as <i>aufstehen, ausgehen, aussehen, fernsehen, mitkommen</i> and <i>mitnehmen</i> • understand and express obligation and permission using the modal verbs <i>müssen</i> and <i>dürfen</i>, for example, <i>Ich darf zu dir kommen, ich muss mein Zimmer aufräumen</i>

<ul style="list-style-type: none"> • notice and use some question words and the intended/related answer in limited contexts, including <i>was</i> for an object and <i>wer</i> for a person • notice how cardinal numbers are used to refer to quantities of people, animals and objects, and begin to count, for example, <i>ein Buch, zwei Bücher</i> • use simple adjectives to describe things, such as <i>braun, rot, blau, groß, klein, schnell, langsam</i> • begin to notice words and phrases referring to time of the day, such as <i>Morgen, Mittag, der Sommer, Montag.</i> 	<p>example, <i>Dreizehn, Vierzehn, Fünfzehn</i></p> <ul style="list-style-type: none"> • notice and use some modelled question and answer words in modelled contexts, including <i>was</i> for an object, <i>wer</i> for a person, <i>wie</i> for manner and <i>wie viele</i> for quantity • use simple modelled statements, including negating verbs and adjectives using <i>nicht</i>, for example, <i>es regnet, es regnet nicht, es ist rot, es ist nicht rot</i> • begin to describe, using adjectives for colour, size and shape, for example, <i>grüner Apfel, kleines Haus, runde Platte</i> • explore and begin to use basic word order in simple sentences, for example, <i>Ich bin sechs, noticing</i> connections between English and German • begin to use metalanguage to name simple grammatical terms, such as letter, word, sentence. 	<ul style="list-style-type: none"> • begin to use adverbs and prepositions for locations of people or objects, such as <i>hier, links, rechts, and auf, aus, hinter, in, neben</i> and <i>unter</i> • use terms referring to quantities of people and things, such as <i>mehr, weniger, viel/e, nichts</i> and <i>kein/e</i> • use cardinal numbers up to 50 in context-related texts, for example, <i>achtundzwanzig Kinder</i>, and notice patterns and repetition • use vocabulary referring to days, months, seasons, time of day and o'clock time, for example, <i>Morgen, Nachmittag, Mittag, Es ist drei Uhr</i> • use simple modelled questions and statements, such as <i>Das ist mein Bleistift, Ich habe einen Bruder</i> • use high frequency nouns, adjectives, and verbs to create own simple sentences to describe people, places, animals and things • use metalanguage to name sentence level grammatical elements, such as joining words, nouns. 	<p>relationship to a person, for example, <i>Meine Schwester ist zehn Jahre alt, Ich habe einen Bruder</i></p> <ul style="list-style-type: none"> • compare pluralisation of some nouns in German and English and using <i>die</i> for plural nouns in German, for example, <i>der Apfel / die Äpfel</i> • describe a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> • recognise and use pronouns to refer to people, such as <i>ich, du, er, sie</i> (singular), or <i>wir, ihr, sie</i> (plural), for example, <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> • use present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognise similarities with the English verbs 'to have' and 'to be' • describe current and recurring actions using verbs, such as <i>essen, fliegen, fressen, laufen, leben, schwimmen, sprechen</i> and <i>trinken</i> • recognise common time phrases and cohesive devices, for example, <i>gestern, heute, dann</i> and <i>zuerst</i> • develop a metalanguage in German as well as English for talking about language, and 	<p>sentences to describe people, animals or objects</p> <ul style="list-style-type: none"> • formulate questions using subject–verb inversion, for example, <i>Magst du Sport?</i> • recognise familiar question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> • locate events in time associated with days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Handball, Die Schule beginnt um halb neun</i> • describe location using prepositions such as <i>auf, in, unter, neben</i>, and prepositional phrases, such as <i>im Wasser, in der Luft, auf dem Land, neben dem Tisch, auf der linken Seite</i> • use the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied, Herr Schwarz trinkt Kaffee, Sie spielt Tennis, Mein Freund und ich sprechen Englisch</i> • use ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli, Er hat am siebten August Geburtstag</i> • refer to quantities of people and things (including money) using cardinal numbers up to 100 	<p><i>liegt auf dem Tisch, Das Auto ist in der Garage, das Hemd ist in dem Schrank</i></p> <ul style="list-style-type: none"> • understand the concept of regular and irregular verbs and notice that this is a feature of German, English and many other languages • understand and use a range of questions and answers, for example, <i>Wo wohnst du? Wie viele möchten Sie haben? Ich möchte drei haben</i> • understand and locate events in time, including the use of the 24-hour clock • give instructions to one or more peers, for example, <i>Trink(t) mehr Wasser!</i> • refer to quantities and measurements in context, using cardinal numbers up to and beyond 100, decimals, common fractions and negative numbers, for example, <i>Meter, Kilometer, Quadratmeter, Quadratkilometer, 85,5 Prozent haben ein Handy, Die Tagestemperatur liegt bei minus 8 Grad, Ich habe eine Halbschwester</i> • understand questions using <i>warum</i> and respond with a simple sentence, for example, <i>Warum bist du müde? Ich habe heute Fußball gespielt</i> • build a metalanguage in German and English to comment on vocabulary and 	<ul style="list-style-type: none"> • use comparatives and superlatives such as <i>gut, besser, am besten, klein, kleiner, am kleinsten, alt, älter, am and ältesten</i>, to make comparisons. such as <i>Ich mag Erdbeeren lieber als Kiwis, Radfahren ist besser als Autofahren</i> • compare the meaning of the modal verbs <i>wollen, sollen, mögen</i> and <i>können</i> with their English equivalents • notice that some verbs can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr, Kommst du mit? Ich bekomme \$50 zum Geburtstag</i> • understand and speak about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, <i>Ich habe heute meine Hausaufgaben nicht gemacht, Wir sind nach Bali geflogen</i> • describe frequency using adverbs and adverbial expressions, such as <i>oft, manchmal, jeden Tag, immer, selten</i> and <i>nie</i> • understand the meaning of the conjunctions <i>dass</i> and <i>weil</i> and apply in own writing • understand and locate events in time, including the use of the 24-hour
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			<p>compare terminology, for example, <i>Plural</i> plural, <i>Verb</i> verb, <i>Pronomen</i> pronoun, <i>Adjektiv</i> adjective.</p>	<ul style="list-style-type: none"> • begin to develop a metalanguage in German and English for talking about language, using terms similar to those used in English. 	<p>grammar, and describe patterns, grammatical rules and variations in language structures.</p>	<p>clock, prepositions such as <i>nach</i> and <i>vor</i>, formulaic expressions such as <i>früher</i>, <i>später</i>, <i>am Wochenende</i>, <i>in den Ferien</i>, or when referring to a date, including the year for an event such as a birth, for example, <i>Meine Oma ist am 11. April 1956 geboren</i></p> <ul style="list-style-type: none"> • continue to build a metalanguage to discuss features of grammar.
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<p>Key concepts: systems, grammar, vocabulary, naming</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the building blocks of a language? • What do I notice about word order? 	<p>Key concepts: systems, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we name the different parts of sentences? • When does a phrase become a sentence? 	<p>Key concepts: systems, application, metalanguage</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does metalanguage help us learn? • What elements improve a sentence? • Does grammar always matter?
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Thread: Text structure and organisation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Notice that people organise information as texts which can be written, spoken or multimodal.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, read, or view a variety of simple texts, noticing that texts can be spoken, written, digital, visual, multimodal, short, long, or gestural • begin to notice texts in the classroom or school, for example, a command, for example, <i>Stopp!</i>, a talk, picture book, label, chart, movie, or gesture, such as <i>Komm her!</i> 	<p>Recognise that language is organised as texts which may take different forms and be for different audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that language is used to communicate ideas to different audiences, and that it can be organised into different types of texts, such as chants, songs, books, labels or captions, each with its own features, for example, layout, page numbers, rhyme or repetition • recognise the different features of specific familiar 	<p>Recognise that language is organised as texts which may have different text features and writing conventions, and begin to use familiar, modelled features in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and begin to use, in own texts, text features and writing conventions, such as word order, sequencing, grammar, layout, punctuation, images, labels and diagrams • recognise that texts have a purpose and intended 	<p>Identify the particular text features and writing conventions of simple, familiar modelled texts and use in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and use the text features and writing conventions suited to simple, familiar texts, for example, title, headings, ingredients and method in a recipe • compare familiar types of texts in English, German and other known languages, such as 	<p>Identify and apply text features and writing conventions of familiar types of texts and compare to English.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the layout, text features, writing conventions and purpose of familiar German texts, such as picture books, street signs, songs and wall calendars, and apply these in own texts • recognise and use patterns in simple spoken or written texts, for example, types of sentences, which include 	<p>Identify different text features and specific writing conventions according to the purpose and audience, and apply these in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • classify a range of texts, such as greeting cards, posters and advertisements, according to their purpose or audience, for example, to entertain, inform or persuade particular audiences • recognise text features typically associated with specific texts, such as the use of imperatives in 	<p>Identify text features and written conventions in German texts and apply in own texts to suit different purposes and a range of audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and apply text features and writing conventions of familiar texts in German, such as pen-pal emails or letters, and story books, and recognise how the features and conventions are used to convey meaning to particular audiences

<ul style="list-style-type: none"> • begin to use metalanguage to name familiar texts, such as a story, rhyme, song, label or conversation • notice that stories can be pictorial, told, read, acted out or made into movies • begin to compose emergent texts for specific purposes, for example, a greeting card for a family member. 	<p>texts, such as captions for images, and experiment with these features in their own texts</p> <ul style="list-style-type: none"> • notice how texts, for example storybooks, are sequenced and organised, by identifying the main features such as title, captions, images and opening text • begin to use metalanguage to share ideas about different types of texts, such as stories, songs, poems, games, rhymes • notice and discuss connections between similar texts in German, English or other known languages. 	<p>audience, for example, a recount describes a past event for someone, and a greeting card can convey wishes or feelings</p> <ul style="list-style-type: none"> • compare similar texts in English, German and other known languages, such as diagrams or simple maps, identifying text features and writing conventions which look or sound familiar or different • begin to use metalanguage in German and English to name texts, such as rhymes, family trees, fables and stories, and discuss features of each, for example, <i>der Titel, die Seite</i> and <i>das Bild</i>, and <i>das Märchen</i> usually begins with <i>Es war einmal ...</i> 	<p>calendars, menus or cartoons, and explain how the features and conventions suit its purpose, for example, pictures in a menu</p> <ul style="list-style-type: none"> • recognise the role played by different text features and writing conventions in texts, such as layout, title, illustrations and use of punctuation in a picture book or the use of speech bubbles in a cartoon or comic, to contribute to meaning making. 	<p>questions, answers and greetings, <i>Satz, Frage, Antwort and Gruß</i>, in a dialogue or conversation</p> <ul style="list-style-type: none"> • apply knowledge of text features and writing conventions in own texts when giving oral instructions or when writing procedures • use information from one type of text to create another, for example, create a shopping list from a recipe, a wordlist from a weather report or a poem from a story. 	<p>recipes and the imperfect tense in stories</p> <ul style="list-style-type: none"> • transform a text such as a poem into another text type, such as a conversation, cartoon or SMS. An example is a weather report that could read as a recipe, <i>Ein Liter Regen, sechs Wolken ...</i> • identify features of simple spoken and written texts such as a verbal greeting or a written text message, compare with similar texts in English and apply in own writing • compare key features of different texts, for example, a shopping list, such as <i>6 Brötchen, 500g Butter, 1 Glas Marmelade</i>, versus a shopping transaction, for example, <i>Ich möchte eine Bratwurst mit Pommes, bitte, Noch etwas? Das macht 5,80 Euro bitte.</i> 	<ul style="list-style-type: none"> • identify which texts require the use of informal or formal language suited to a particular audience • read, view and/or listen to different digital and other texts with a common topic and compare the structure and language, for example, in print, radio, TV and social media • identify how different types of texts create specific effects by using particular aspects of language, such as superlative adjectives and imperative verb forms in advertisements designed for a specific purpose, for example, to persuade customers, and maps with images and labels to give directions.
<p>Key concepts: conventions, structure, noticing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When do words become a text? • What do I notice about texts around me? 			<p>Key concepts: conventions, presentation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the layout of a text help? • How can images help us understand writing? 		<p>Key concepts: conventions, format, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do texts in all languages have the same features? • Does format matter? 	

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that different German words and phrases are used for specific purposes and situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • begin to notice how language is used between people in different situations, for example, after listening to and watching interactions in video clips or in person • notice and experiment with greetings, titles and expressions used at different times of the day and with people of varying ages. 	<p>Notice and use different words and phrases for specific purposes and situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • choose greetings to use at different times of the day and in varied contexts, for example, <i>Guten Morgen, Guten Tag, Gute Nacht</i> • notice that people vary their language use according to their relationships, for example, saying <i>Tag, Luke!</i> to a friend, <i>Guten Morgen, Frau Stein!</i> to the teacher. 	<p>Notice and share words, phrases and expressions that are used in German according to the relationship, setting and time of day.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and give examples of greetings and expressions used in different settings, for example, while watching or viewing images or video clips of people interacting in a variety of settings • recognise that there can be various names used for the same person, depending on the age, relationship and context, such as <i>Mama, Mutti, Mami, Mutter</i>, and make connections with English or the known languages • notice that relationships between people can be identified by observing and listening to interactions. 	<p>Recognise and give examples of the language variations used to indicate the age and relationship of participants, as well as the context.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that language use, including greetings, varies according to the time of day or occasion, for example <i>Guten Tag, Frohes Neues Jahr, alles Gute zum Geburtstag</i> • discuss the ways that they communicate with their own families at home and with friends' families, noticing variations in use of language and behaviours • notice that the teacher uses different words for the pronoun 'you' when addressing one or more students, for example, <i>Setz dich, Peter! Setzt euch, Kinder!</i> • give examples of the ways in which both English and German speakers interact with others, including young children, the elderly or new acquaintances. 	<p>Recognise and discuss how language varies according to different relationships, purpose and context.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice the use of the formal <i>Sie</i> and informal <i>du</i>, or how switching from regional dialect to <i>Hochdeutsch</i> can alter the level of politeness in interactions • notice how the German language varies when applying gender agreements • compare ways in which language changes according to purpose and type of text, for example, differences in the amount of language, tone and layout between a dialogue and a list of instructions • understand the importance of using the relevant terms of address when interacting, such as with close friends, family or acquaintances • recognise and compare ways that their own language and behaviour vary, for example, when interacting with familiar and unfamiliar people. 	<p>Identify and discuss how language use and behaviour vary according to relationship, context and cultural practices.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and compare traditional and contemporary cultural images and language used in German and Australian print and media advertising and tourist brochures, considering when they are used and what message they convey • discuss the use of colloquial or abbreviated language, and casual expressions or behaviours, used by young German speakers, such as <i>I bims (Ich bin es), verbuggt (containing errors), läuft bei dir</i> (everything is going well with you) • recognise that language use changes when answering the phone formally or informally depending on the context, or when communicating via social media, for example, <i>Schmidt, Guten Tag!</i> or <i>Hallo Lisa!</i> • discuss variations in language use according to cultures, such as youth 	<p>Consider and compare how language use and behaviour vary according to relationship, context, cultural practices and values.</p> <p>Students:</p> <ul style="list-style-type: none"> • consider language choices to vary the level of politeness in interactions, such as when giving instructions, for example, <i>Bitte...</i> or using the imperative, using the more polite plural <i>Sie</i> when speaking formally to adults, or using the informal <i>ihr</i> when addressing more than one person, for example, <i>Was meint ihr? Hört gut zu!</i> • understand that people interpret intercultural experiences in various ways depending on their own values and cultural perspectives • notice that language, expressions and behaviour reflect cultural practices, for example, the use of language on warning signs or public messages reflects the value of public safety and order.

					culture, sporting culture, and school culture.	
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<p>Key concepts: noticing, variation, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we vary our language when talking to family, friends or adults? 	<p>Key concepts: variation, formality, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we change our language in different situations? 	<p>Key concepts: variation, context, register, status, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is there more than one way to get the same message across? • How is respect shown through language? • When is it okay to use slang, abbreviations or acronyms?
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Thread: Language change and diversity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice that English and German are two of the many languages spoken in Australia.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that many people speak more than one language and explore the various languages spoken or learnt by classmates and teachers • notice that Australia has many languages, including English, Aboriginal and Torres Strait Island peoples’ languages, and community languages, including German • recognise that German is spoken by and taught to people living in Germany and many other countries, including Australia. 	<p>Notice that English and German, like many other languages, borrow words and expressions from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice when familiar sounding loan words are spoken or heard in German • notice that languages borrow words from one another and that both German and Australian English include words and expressions borrowed from each other and from other languages, such as <i>Hamburger</i>, and <i>Computer</i> • understand that many people speak more than one language and explore words that classmates know that are similar in more than one language. 	<p>Notice that German and English are related languages and that languages borrow words, phrases and expressions from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that German borrows and adapts words from English and other languages, such as <i>taxi</i>, <i>bus</i>, <i>computer</i> and that these are pronounced differently by German speakers • create a class record of German words that are used in English and other languages, such as <i>Mischmasch</i>, <i>Freund</i> and <i>Kindergarten</i>, and compare how these words are pronounced in the two languages • discuss reasons why languages borrow words from other languages, regions or countries, such as words for food, animals, plants, medical terms, 	<p>Notice that languages are influenced by each other and change with use over time.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen for borrowed words in simple audio or video clips and songs and try to identify why those words have been used • explore both English and German picture books and other simple texts to discover words, phrases and images that may come from other languages and cultures • find examples of German used at home or in the community and create a class collection or display, for example, products, labels or words used in English language advertisements, shop signs, towns, recipe books or menus, for example, <i>Schnitzel</i>, <i>Fritz</i>, <i>Frankfurt</i>, <i>Streusel</i>, <i>Volkswagen</i>, <i>Uber</i>, <i>Kindergarten</i>, 	<p>Understand that languages influence each other and change according to context, time and place.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that languages borrow or blend with each other to invent new words or expressions, and that these words change and evolve according to context, time and place • understand that German is a major language in many European countries, and as with all languages, it is constantly changing • identify some similarities between some Germanic languages, by comparing German, English or Dutch cognates, for example, <i>Karte</i>, <i>card</i> and <i>kaart</i> • create a record of loan words from English to German, and from German to English, noting how 	<p>Understand and discuss that languages change over time and are influenced by other languages, new technologies, experiences and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that there is a standardised form of German, <i>Hochdeutsch</i>, and discuss possible reasons as to why different dialects are spoken in different regions of Germany, such as Bavarian-Austrian, Frisian and Alemannic • explore the etymology of some words, noticing similarities between Germanic languages, such as English, Dutch, and German cognates, for example, <i>mond</i>, <i>Mund</i> • understand that languages are influenced by changes in technology and communication, such as movies, television 	<p>Understand and discuss how languages change over time, and are influenced by other languages, new technologies, social changes and global trends.</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss why some types of words are most frequently borrowed, such as <i>global</i>, <i>die App</i>, <i>sorry!</i> • discuss examples and reasons for changes in German due to exposure to other languages and cultures through media, travel, and globalisation, for example, <i>Coronaangst</i>, <i>Brückenlockdown</i> • explain the earliest known etymology of words, for example, the German word <i>Ballet</i> and the English word <i>ballet</i>, come from the French language, which borrowed it from <i>balletto</i> and <i>ballo</i> in Italian, which in turn

		<p>travel, sports, brands or technology.</p>	<p><i>Hahndorf, Klemzig, Lobethal</i></p> <ul style="list-style-type: none"> • observe language used across generations, such as by exploring differences in words used by grandparents, parents and self and suggest why these differences occur over time. 	<p>borrowing relates to cultural change, for example, the impact of technology, <i>der Youtuber</i></p> <ul style="list-style-type: none"> • understand that German is an official language of the ‘DACHL’ countries (Germany, Austria, Switzerland, Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol • compare the language profile of Germany with the multilingual nature of Australian society, including Aboriginal and Torres Strait Islander languages. 	<p>programs, advertisements and social media</p> <ul style="list-style-type: none"> • understand that there is a standardised form of the German language amongst the German-speaking countries, as well as various dialects or regional varieties • investigate the influence of German language and culture on own language, for example, by creating a list of German words and expressions used in fields such as recreation, food and culture, such as <i>Rucksack, Müsli</i> and <i>Doppelgänger</i>. 	<p>was derived from <i>ballare</i> in Latin</p> <ul style="list-style-type: none"> • explore events in history that may have influenced German language over time • develop an awareness of regional variations in German-speaking communities, for example, the Swiss <i>Grüezi</i> and Austrian <i>Servus</i>, or the lack of the <i>Eszett</i> in Switzerland • understand that some languages continue to grow and expand, while others are being revived or are endangered, for example, <i>Barossa Deutsch</i> or Aboriginal and Torres Strait Islander languages.
<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I hear around me? • Where in our community is German spoken? 			<p>Key concepts: diversity, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Where can I see and hear German in our community, in Australia, or in the world? • How do languages change over time? • Is German the same wherever it is spoken? • Why do languages borrow words? 		<p>Key concepts: diversity, change, origins</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why has German evolved and changed over time? • Who uses German and why? • Why is Australia a multilingual country? • How does knowing the origin of words help our learning? 	

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to notice connections between languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice and discuss, in English, where they have heard languages or experienced cultures, including German, in the community, such as at home, at school, on television, in restaurants, at supermarkets, or events • begin to notice that learning German involves ways of using language that may be unfamiliar, for example, using <i>danke</i> when refusing an offer • explore cultural artefacts and note how they are used, and if there is specific language linked to them • begin to notice that languages and cultures are connected. 	<p>Notice connections between own and others' languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice the connection between languages and cultures by immersing self in play-based activities, for example, participating in an experience using cultural artefacts and associated language, such as <i>Guten Appetit, die Butter bitte, lecker, das Brötchen</i> • notice and discuss how cultures and languages are expressed through music, dance, stories, games and celebrations • watch video clips or guest speakers and begin to notice gestures, facial expressions and behaviours that convey cultural meaning, between speakers of German, English or additional languages people may speak. 	<p>Notice and share some ways that language use reflects culture.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the meaning of culture, and how it involves visible elements such as foods, music or festivals, as well as invisible elements, such as manners, politeness, gestures or personal space • recognise that learning and using German involves learning about some familiar or unfamiliar ways of communicating and behaving, for example, shaking hands when meeting someone • notice and share cultural terms or expressions related to how people live, ways of eating and ways to celebrate. 	<p>Recognise and give examples of connections between each other's languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that language carries information about the people who use it and that words and expressions often reflect cultural values, for example, <i>Sommerbeginn</i> or <i>Wald</i>, the setting in many German fairy tales • notice expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sport and leisure activities, for example, 'backyard' and 'footy' • identify and discuss English expressions and similar equivalents in German such as 'G'day' / <i>Tag</i>, 'morning tea' / <i>Kaffeepause</i> and 'Bless you' / <i>Gesundheit</i>. 	<p>Recognise and discuss how language use, including vocabulary and expressions, reflects cultural practices.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and compare cultural symbols and associated language, such as flags or emblems from Australia and German-speaking countries • compare terms across German-speaking cultures, for example, <i>Liebchen/Liebling, mein Schatz, Spitznamen</i> • explore cultural meanings or ways in which names are chosen in various languages and cultures • discuss connections between cultures and languages, in relation to gestures, actions and body language, and respond to guiding questions such as 'What do you notice?' 	<p>Understand connections between own and others' cultural practices, values and language use.</p> <p>Students:</p> <ul style="list-style-type: none"> • make connections between own and others' ways of communicating that may reflect values or practices, for example, ways of accepting or refusing offers of food or drink, turn-taking, the use of personal space, language used at a celebration or event, or ways of addressing an adult who is not a family member, such as <i>du</i> instead of <i>Sie</i> • recognise words and expressions commonly used in interactions, such as 'mate', 'thongs', 'bathers', 'barbie', and consider how these might be explained to or interpreted by a speaker of German • notice commonly used German slang or colloquialisms, for example, <i>Alter, Moin! krass, Hammer, Mensch, Jein, Was geht ab?</i> • understand that images and symbols such as those in posters, street signs or 	<p>Understand that cultural ideas and values affect language use and communication.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore German and Australian texts, such as advertisements, tourist brochures, street signage or TV commercials, identify the cultural images and words used, and consider what cultural messages or values they might convey • recognise that texts such as stories have a social and cultural purpose, sometimes conveying values or morals, for example, courage and self-belief in the fairy tale <i>Aschenputtel</i> • notice ways of showing cultural values, such as politeness, recognition, praise or gratitude, for example, through behaviour, gestures or choice of language • explain how language use might vary according to cultural practices and values, such as terms of address, ways to greet and farewell, share, request or interact with others.

					advertisements may carry cultural meaning.	
<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I already know about German and its cultures? • What do I want to know about German and its cultures? 			<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Language and culture - how are they connected? • What cultural words or expressions do I notice in German? 		<p>Key concepts: culture, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • When I communicate, what cultures are at play? • How can I see culture within language? • Is it possible to learn a language without learning its cultures? 	

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