

## Spring Term Curriculum Plan – Year 8 German Double Linguists

### **Family and Free-time - Sequencing Rationale**

After the first term, students know German pronunciation and can talk/ write about themselves and school life, including opinions. Verbs have been used in the present tense. The Spring term introduces the future tense with New Year's resolutions. Students move on to describe family and talk about their free-time. They become familiar with the key verbs to have, to be and to play and learn high frequency vocab and phrases such as gern, ich möchte, es gibt and time phrases/ frequencies which add detail to work.

### **Curriculum End Goals for Spring Term – what will students learn/ achieve this term?**

1. Pronounce most German words correctly including the effect of accent
2. Future tense formation - Ich werde plus infinitive (wir werden as extension)
3. Write own simple New Year's resolutions
4. Name family members
5. How to use possessive adjectives with focus on mein and dein – masculine and feminine
6. Personal pronouns – ich, du, er, sie, es, wir and sie
7. Use the key verbs sein (to be) and haben (to have) in simple sentences
8. Describe personal and family appearance – height, eyes and hair
9. Describe personal and family character
10. Name some pets and say which they have
11. Use the negative keinen in German with family/ pets
12. Say which pet you would like using ich möchte as fixed future phrase
13. Be aware of a range of some of the different plurals in German including role of accents and no s!
14. Give simple opinions of sports in speaking and writing
15. Create favourites using Lieblings...
16. Time phrases and frequencies and include them in work to add detail
17. First idea of flipping verbs if time phrase is first
18. Know the key verb spielen and apply present tense verb endings
19. Question words and simple question formation
20. gern/ nicht gern and the challenge of translating gern as like doing
21. Recognise and use high frequency phrases such as ich möchte/ man kann
22. Spotting challenges in translations into German – expressing ing/ tenses

### **How will students be extended and challenged?**

- Creative writing tasks such as New Year's resolutions with new verbs
- Encouraged to use the future verb phrases ich werde/ ich möchte in any writing
- To experiment with new verbs (essen/ gehen/ sehen/ lesen)

### **How will students be supported?**

- Regular exposure and practise of high frequency and key vocab
- Focus on regular verbs and I/we tense formation
- Vocab booklets, pronouns and possessives support mats (classroom) and grids (homework) for writing tasks

### **How will students be assessed?**

- Personal interview
- Listening/ Reading end of unit 3 and unit 4 – multiple choice and gap fills
- Grammar tasks - multiple choice gap fill for verbs, scarers and possessives
- Translate short sentences into German using high frequency vocab and familiar language

### **How can you help at home?**

- Encourage vocab learning and ask them to share or test them on their German words
- Take an interest in their homework and ask what they have learned such as opinion vocab and crazy German word order! What are verb scarers and flippers?