

Sport macht Spaß! (Our sporting lives)

Overview Unit 10

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit, the children learn the names for some sports and practise saying what they like and don't like playing. They learn the days of the week and learn to say what kind of activities they participate in on particular days.		The children have already learned some words for sports (Unit 3).
Prior Learning It is helpful if children already know: <ul style="list-style-type: none"> • <i>Ich mag ... (nicht)</i> • some sports and activities • how to perform a role play with a partner • <i>er / sie</i> 	New Language Content <ul style="list-style-type: none"> • Names of sports with the verbs <i>spielen / fahren / gehen</i>; verbs <i>schwimmen, tanzen</i>, • Days of the week • Phonic focus: <i>sp, e</i> at the end of the word, <i>ei, g</i> at the end of the word, <i>w</i>, 	End of Unit Activity When the posters are finished, allow the children to present their work to the class before displaying it around the school.
Expectations At the end of this unit: <i>Most children will:</i> say the names of some sports and say which they prefer; make a weekly record of sporting activities; understand related written information; create a poster, drawing on both new and previously learned language <i>Some children will not have made so much progress and will:</i> respond with an action to prompts about sporting activities; listen and respond to the days of the week; copy or label single words or short phrases. <i>Some children will have progressed further and will:</i> express their opinions about sporting activities spontaneously; make a weekly record of sporting activities from memory; research new vocabulary using a bilingual dictionary and apply it accurately in their writing.		Links to the New National Curriculum for KS2 Foreign Languages <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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Resources

- Images of different sports
- Downloaded animations to illustrate verbs
- Cards with written phrases
- (Props – football, tennis racket etc.)
- *Tic Tac Toe* grid (see Session 2)
- Text of *Treibst du gern Sport?*
- Envelopes with cut-up sentence words (see Session 3)
- Template on board of a German diary (*Mein Tagebuch*) (see Session 4)
- Mini white boards
- Speaking grids A and B (see Session 5)
- Word bank (either individual or on board)
- Facial morphing animation software
- Interactive whiteboard or multimedia presentation software
- Drag and drop function on the interactive whiteboard
- Rules for *Völkerball* (see Session 5)
- Materials for designing and making posters (see Session 6)
- Word banks
- Comic strip creation software
- Digital camera