

Wie ist das Wetter? (What's the weather like?)

Overview Unit 12

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit the children learn weather phrases (including using negative numbers). Aesop's fable <i>Die Sonne und der Wind</i> (The Wind and the Sun) is used and the text can be found at the end of the unit. The children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date.		Children are already familiar with numbers, the days of the week and the months of the year. They use this knowledge to create their own weather reports.
<u>Prior Learning</u> It is helpful if children already know: <ul style="list-style-type: none"> • some weather phrases • numbers 0–40 • days of the week • months of the year • <i>minus</i> • <i>stark</i> 	<u>New Language Content</u> <ul style="list-style-type: none"> • Weather phrases • Names of items of clothing • Saying the date • Phonic focus: <i>ö, ei, ie, ig, d</i> at the end of the word, <i>z, eu</i> 	<u>End of Unit Activity</u> The children work in groups or pairs to create a weather report for German-speaking countries. The reports are filmed and played to the class, who offer constructive comments on each performance. The children who have participated in this activity could record and celebrate their achievement by saving the video clip in their personal space on a learning platform.
<u>Expectations</u> At the end of this unit: <i>Most children will:</i> understand and say weather phrases; say which clothes and items they might need in different conditions; respond appropriately when asked the date; use the new language in a short presentation. <i>Some children will not have made so much progress and will:</i> understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes and items; need prompting to recall vocabulary and structures. <i>Some children will have progressed further and will:</i> initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language.		<u>Links to the New National Curriculum for KS2 Foreign Languages</u> <i>Where there is a specific focus within the objective, this is shown in bold.</i> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Describe people, places, things and actions orally and in writing. .

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Resources

- Flashcards, clothes and props, mini-flashcards for each child for *Zeigt-mir* activity. (see session 1)
- Outline map of Germany, Austria and Switzerland with labels for *Remscheid, Mittenwald, Cologne (Köln), Schleswig, Leipzig, Regensburg, Frankfurt* and *Schweiz*.
- Song words *Wie ist das Wetter in Deutschland?* (see session 1)
- Sets of mini weather symbol cards
- Drag and drop function on the interactive whiteboard
- Maps from the picture gallery/image resource back available with some interactive whiteboards
- Items of clothing and images to match (see session 2)
- Counting stick or number line
- Ball
- Number cards / tiles / balls
- Words to German counting rhymes (see session 2)
- Multimedia presentation software
- Pictures of hot and cold places (see session 3)
- Thermometer or number line
- Photo sharing application or photo search engine
- Interactive teaching program of a thermometer
- Sentence strips from story (see session 4)
- Copy of *Die Sonne und der Wind* (see session 6 language)
- An electronic big book of the story
- A recording of the text
- Pictures of objects on the interactive whiteboard containing the phoneme *en/an* with sound files embedded
- Items of clothing/flashcards (see session 5)
- Dress-up dolls on interactive whiteboard software
- Cut-up jumbled sentences
- Electronic dice on the interactive whiteboard
- Date sentence cards (see session 6)
- Mini-flashcards for each group for listening activity.