

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 9
German

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 To engage with sound patterns	Weekend activities in the past and future	Describing past events, Making plans for the future, Making arrangements, Comparing and contrasting	Present tense forms of auxiliary verbs, Weekend activities	I will be able to: - Identify key sounds - Begin to use key sounds - Begin to spell key words correctly	“What is the correct pronunciation for X?” “What is the rule for pronunciation of X?”	Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2.
Lesson 2 Week 1 To develop pronunciation of key sounds	Weekend activities in the past and future	Describing past events, Making plans for the future, Making arrangements, Comparing and contrasting	Present tense forms of auxiliary verbs, Weekend activities	I will be able to: - Use authentic pronunciation - Spell key words correctly	“How do we spell X?” “What is the sound spelling correspondence for X?”	Paired spoken work: Using pronunciation guides, students to orally produce authentic sounding sentences from prompts.
Lesson 1 Week 2 To be able to sequence chunks	Weekend activities in the past and future	Describing past events, Making plans for the future, Making arrangements, Comparing and contrasting	Present tense forms of auxiliary verbs, Weekend activities	I will be able to: - Use correct word order - Begin to use a variety of vocabulary	“What is the correct sequence for these chunks?” “Which words do we need to consider for word order?”	Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words.
Lesson 2 Week 2 PAZ 1	-	-	-	-		PAZ assessment in Listening, Reading and Writing
Lesson 1 Week 3	Weekend activities in	Describing past events, Making plans for the	Present tense forms of auxiliary	I will be able to:	“Which words can we alter in this sentence?”	Gap fill:

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To build vocabulary	the past and future	future, Making arrangements, Comparing and contrasting	verbs, Weekend activities	- Use a range of vocabulary confidently - Refer to other people	“How does X alter the meaning of this sentence chunk?”	Students to complete 7 sentences in L2 with missing words.
Lesson 2 Week 3 To develop reading and listening skills	Weekend activities in the past and future	Describing past events, Making plans for the future, Making arrangements, Comparing and contrasting	Present tense forms of auxiliary verbs, Weekend activities	I will be able to: - Use key sounds to identify information - Use context to decipher meaning	“Which words that we can hear/read help us decipher meaning?” “Which verbs can we identify?”	Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus.
Lesson 1 Week 4 To develop translation and writing skills	Weekend activities in the past and future	Describing past events, Making plans for the future, Making arrangements, Comparing and contrasting, Creating questions	Present tense forms of auxiliary verbs, Weekend activities	I will be able to: - Use a range of vocabulary to discuss myself and others - Use correct spelling and word order. - Reflect on own work and improve when needed.	“Which words can we use to communicate X?” “How is word order affected in these sentences?” “Which words can we use from a previous SB table to improve or develop these sentences?”	Translation into L2: Students to translate 7 sentences into L2 from written stimulus (Green pen task).
Lesson 2 Week 4 To engage with sound patterns	Daily routine activities	Describing routine behaviour in the present, Making arrangements,	Times, frequency words, daily activities, modal verbs	I will be able to: - Identify key sounds - Begin to use key sounds - Begin to spell key words correctly	“What is the correct pronunciation for X?” “What is the rule for pronunciation of X?”	Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2.

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Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
		Comparing and Contrasting				
Lesson 1 Week 5 To develop pronunciation of key sounds	Daily routine activities	Describing routine behaviour in the present, Making arrangements, Comparing and Contrasting	Times, frequency words, daily activities, modal verbs	I will be able to: - Use authentic pronunciation - Spell key words correctly	“How do we spell X?” “What is the sound spelling correspondence for X?”	Paired spoken work: Using pronunciation guides, students to orally produce authentic sounding sentences from prompts.
Lesson 2 Week 5 To be able to sequence chunks	Daily routine activities	Describing routine behaviour in the present, Making arrangements, Comparing and Contrasting	Times, frequency words, daily activities, modal verbs	I will be able to: - Use correct word order - Begin to use a variety of vocabulary	“What is the correct sequence for these chunks?” “Which words do we need to consider for word order?”	Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words.
Lesson 1 Week 6 To build vocabulary	Daily routine activities	Describing routine behaviour in the present, Making arrangements,	Times, frequency words, daily activities, modal verbs	I will be able to: - Use a range of vocabulary confidently - Refer to other people	“Which words can we alter in this sentence?” “How does X alter the meaning of this sentence chunk?”	Gap fill: Students to complete 7 sentences in L2 with missing words.

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Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
		Comparing and Contrasting				
Lesson 2 Week 6 To develop reading and listening skills	Daily routine activities	Describing routine behaviour in the present, Making arrangements, Comparing and Contrasting	Times, frequency words, daily activities, modal verbs	I will be able to: - Use key sounds to identify information - Use context to decipher meaning	“Which words that we can hear/read help us decipher meaning?” “Which verbs can we identify?”	Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus.
Lesson 1 Week 7 To develop translation and writing skills	Daily routine activities	Describing routine behaviour in the present, Making arrangements, Comparing and Contrasting	Times, frequency words, daily activities, modal verbs	I will be able to: - Use a range of vocabulary to discuss myself and others - Use correct spelling and word order. - Reflect on own work and improve when needed.	“Which words can we use to communicate X”? “How is word order affected in these sentences?”	Translation into L2: Students to translate 7 sentences into L2 from written stimulus (Green pen task).
Lesson 2 Week 7 To develop translation and writing skills				I will be able to: - Use key sounds to identify information - Use context to decipher meaning	“Which words/chunks can we use from a previous SB table to improve or develop these sentences?”	Translation into L2: Students to translate 7 sentences into L2 from written/audio stimulus.