

Class One | Learning Journey & Curriculum Map

Class One | Child Development

In Class 1 children there is a general mood of dreamy wholeness, with more broad awareness than focussed concentration. Children experience themselves and the world as one. The sense of oneness gradually transforms as they begin to discover themselves as unique beings. Children still learn most effectively through practical activity and imitation. The intent of the curriculum is to cultivate the child's imagination, their ability to create vivid mental images, a reverence for nature, care for the environment, respect for others and a keen interest in the world around them.

Class One | German

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Understands and says the words for:</p> <ul style="list-style-type: none"> Most colours, numbers to 20, body geography, classroom items, some nature related vocabulary, some animals, the seasons, days of the week, some simple adjectives, clothes, some toys <p>Listening:</p> <ul style="list-style-type: none"> Associates certain songs with certain actions Listens and responds to simple commands and basic questions: 'Where is...?' How are you? What's your name? 'How old are 	<ul style="list-style-type: none"> Encourage children to join in with interesting songs, rhymes, and sequences like numbers, days of the week Model fine and gross motor skills during songs, rhymes and finger games. Demonstrate simple dialogues (Hello, how are you? ... What is your name? ... Was ist das? Play guessing games that encourage use of numbers, colours, and other vocabulary 	<ul style="list-style-type: none"> Use puppets to introduce new vocabulary and dialogues Practice and develop vocabulary through drawing about a story or topic Work towards a goal, e.g. German Day where all classes turn into a shop selling a particular product (e.g. a Hampelmann) Create a safe place for the child's imagination and wonder

<p>you?’</p> <ul style="list-style-type: none"> ● Follows the gist of a simple story ● Recognises some key words in sentence context <p>Speaking and Participation:</p> <ul style="list-style-type: none"> ● Sings along to songs, says rhymes and sequences in chorus, plays movement and guessing games ● Uses simple greetings and goodbyes ● Can ask for your name ● Can say I would like ... ● Is becoming familiar with typical German phonemes such as ‘ts’ and ‘shp’ <p>Intercultural understanding</p> <ul style="list-style-type: none"> ● Understands that children here and elsewhere may speak different languages <p>Listens to some famous German fairy tales through song and/or story</p>	<ul style="list-style-type: none"> ● Play ring games ● Play question and answer games ● Model common interactions such as saying please and thank you ● Create space for individual contributions ● Talk about children in other countries and about what languages the children in the class speak 	<ul style="list-style-type: none"> ● Spark their imagination by telling stories to introduce new vocabulary or a game. <p>Work with anticipation, i.e. taking turns, talking in the corridors about the next lesson, planting the seed for the next lesson at the end of a lesson.</p>
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Class One | German | Curriculum Narrative

Children from Classes 1 to 3 will learn by pure imitation with an emphasis on movement: rhymes, songs, poems, verses, short stories and games. No grammar is consciously taught, although of course it is unconsciously practised, while a feel for the language, in character, melody and rhythm is the key factor. As in their mother tongue, the children learn the meaning of words from the coherence between gesture and mood. During the lesson, only the new language is spoken. Children become familiar with the language by concentrating on the oral aspects of the learning during these three years.

