

Class Two | Learning Journey & Curriculum Map

Class Two | Child Development

After their first year of formal education, the children in Class 2 visibly grow and change, both outwardly and inwardly. Their school, their classmates, their teacher, are all very familiar now; they become more confident and, in comparison with the contentment of Class I, more talkative, louder and more cheeky; they push boundaries more than before; they begin to notice and question things. The authority of teachers who are clear in themselves about what is acceptable and what is not, is vital now; as the scope for self-directed work and behaviour widens, boundaries must remain firm. Slowly, through the course of this year and the next, the impulse to just follow - to imitate - will be replaced by the growing wish for independence. The challenging behaviour of the 8-year-old signals the beginning of that process, which will lead them eventually to become free thinking, empathetic, responsible adults.

Class Two | German

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Understands and says the words for:</p> <ul style="list-style-type: none"> ● Days of the week, months, seasons ● Extend cardinal numbers upto 50, ordinal numbers upto 5 ● farm and wild animal names, ● extend classroom objects, ● basic food and drink items, fruit ● key family members, ● extend nature vocabulary, some opposites, 	<ul style="list-style-type: none"> ● Encourage children to join in with new and familiar songs, rhymes, and sequences like numbers upto 40, days of the week, months ● Model fine and gross motor skills during songs, rhymes and clapping and finger games. ● Elaborate on the simple dialogues from class 1 (Hello, how are you? ... What is 	<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 (milk, eggs,

<p>some action verbs, not.</p> <ul style="list-style-type: none"> ● Witches and spells <p>Listening:</p> <ul style="list-style-type: none"> ● Understands basic verbs with gestures ● Respond to simple questions about themselves: ‘What is your name?’ ‘Do you have brothers and sisters?’ ‘Where do you live?’ ● Follows a simple story ● Awareness of nouns falling into three categories (M,F,N) <p>Speaking and Participation:</p> <ul style="list-style-type: none"> ● Apply simple negative structures using kein and/or nicht ● Carries out simple shop interaction <p>Intercultural understanding</p> <ul style="list-style-type: none"> ● Learns some traditional German songs, and children’s stories <p>Learns about an aspect of German home life, e.g. making Plum pie</p>	<p>your name? How old are you, when is your birthday, have you got brothers and sisters. Where is ...?</p> <ul style="list-style-type: none"> ● Engaging the children in role play, imagining they are a character in a song or story ● Play guessing games that encourage use of short sentences ● Encourage them to draw elements of rhymes, or stories in their German books. ● Play ring games ● Model short dialogues asking politely for something and saying please and thank you ● Encourage individual contributions ● First picture dictations ● 	<p>and other farm shop produce)</p> <p>Create a collection of characters connected to each other, who populate the class 2 German lessons, providing engaging topics of conversation and games.</p>
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Class Two | 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.