



GERMAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating							
Socialising	<p>Interact with the teacher and peers using action-related talk and structured play, to exchange greetings such as <i>Guten Morgen!</i>; <i>Auf Wiedersehen!</i>; <i>Danke!</i></p> <p>Introduce and share information about themselves, for example, <i>Wie heißt du?</i>; <i>Ich heiße ... und du? Magst du...? ja; Nein; Wie geht's? Gut/Schlecht/Es geht</i></p>	<p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things, for example, <i>Ich bin fünf; Wie alt bist du?</i>; <i>Ich wohne in Perth; Ich mag ... (nicht); ich mag Äpfel; Ich habe eine Katze; Mein Lieblingstier ist... Hast Du einen Bleistift?</i>; <i>Ich habe einen Bleistift</i></p>	<p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, <i>Ich gehe zur Schule. Ich spiele Fußball; Ich mag tanzen; Wochentage; Monate; Ich esse Frühstück; Mein Geburtstag ist am 25. März; Alles Gute zum Geburtstag, Gregor!</i>; <i>Frohe Weihnachten</i></p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ich habe einen Bruder und zwei Schwestern; Das ist mein Onkel; Meine Schwester ist zehn Jahre alt; Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich liebe meine Oma; Meine Mutter ist schön</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, for example, <i>Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?</i></p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p>	<p>Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, <i>Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?</i></p>	<p>Interact with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>Abends mache ich meine Hausaufgaben und spiele Videospiele. Wie ist es mit dir?; Wann spielst du Basketball?; Wo spielst du Hockey?; Wie viele Hobbys hast du? Möchtest du zum Strand gehen? Ich schwimme und lese gern im Sommer. Ich singe nicht gern</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences such as <i>Wie geht's?; Es geht mir nicht gut; Ich bin krank; Ich spiele gern Tennis; Spielst du lieber Tennis oder Fußball?; Ich spiele lieber...</i></p>

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	<p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs such as <i>Kopf, Schulter, Knie und Fuß</i></p> <p>Respond to teacher talk and instruction, for example, <i>Steh auf; sieh mich an; hört zu, genau hinhören!; im Kreis; Können Sie bitte langsamer sprechen? Wie sagt man ... auf Deutsch?</i></p>	<p>Participate in guided group activities, using simple repetitive language in songs and rhymes such as <i>1, 2, Polizei</i>, games, gestures and pictures to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction, for example, <i>Entschuldigung!; Bitte; Hebt/Heb die Hand; Sprecht/Sprich lauter/leiser</i></p>	<p>Participate in guided group activities, simple tasks, transactions and games such as <i>Hatschi Patschi, Hier ist Platz, Lotto</i> and <i>Stille Post</i> and associated language such as in taking turns and forming groups using numbers or colours, for example, <i>Wer ist dran?; Ich bin dran; Blau ist hier; Gruppe 2 ist hier</i></p> <p>Respond to teacher talk and instruction, for example, <i>Seid ihr bereit? Wer ist dran? Bin ich dran? Du bist an der Reihe</i></p>	<p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as <i>Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?</i></p>	<p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market</p>	<p>Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using German, developing projects or budgeting for a shared event</p>
Informing	<p>Recognise pictures, symbols, key words and phrases of spoken and written German in rhymes, songs, labels and titles related to their personal worlds</p>	<p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs, related to their personal worlds</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p>	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>
	<p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p>	<p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p>	<p>Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language</p>	<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p>

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Creating	Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression	Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling	Participate in listening to, viewing and reading a range of imaginative texts and respond through action, performance, shared reading and collaborative retelling	Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes	Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes	Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings	Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts
	Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression	Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language	Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language	Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports	Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language	Create or reinterpret, present or perform imaginative texts for a range of audiences based on or adapted from events, characters or settings	Create or reinterpret, present or perform alternative versions of imaginative texts, for a range of audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts
Translating	Share with others familiar German words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages	Share with others simple German expressions, sounds and gestures, name familiar objects and use German and/or English to conduct simple conversations	Translate for others what they can express in German, interpreting simple expressions and songs and explain how meanings are similar or different in English or other known languages	Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Translate words, phrases and expressions in simple texts such as <i>Die Kleine Raupe Nimmersatt</i> and <i>The Very Hungry Caterpillar</i> to compare meanings and share understandings about aspects of German language and culture that are different from English Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or explanation such as <i>Bist du satt?</i> (not <i>voll</i>) or <i>Es geht mir gut</i> (not <i>Ich bin</i>) Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from German to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

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Reflecting	Begin to notice how German feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in German that appear different to their own ways and how voice, behaviour and body language may change when speaking German	Recognise similarities and differences between aspects of cultural practices and related language use in German-speaking countries and Australia	Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness	Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for ‘you’ and not expecting to capitalise all nouns	Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments
Understanding							
Systems of language	<p>Recognise and experiment with reproducing the sounds and rhythms of spoken German such as <i>ch</i> (<i>ich</i> or <i>acht</i>), <i>u</i> (<i>du</i>), <i>r</i> (<i>rot</i>) and <i>z</i> (<i>zehn</i>), by singing, reciting and repeating words and phrases in context</p> <p>Notice that all nouns are capitalised in German</p>	Recognise and reproduce the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence, for example, through singing <i>das Alphabetlied</i> or playing games such as <i>Ich sehe was, was du nicht siehst</i>	<p>Reproduce the sounds and rhythms of spoken German, understanding that although German and English use the same alphabet, there are additional symbols in German such as the <i>Eszett</i> (β) and the <i>Umlaut</i> to alter the pronunciation of particular vowels (\ddot{a}, \ddot{o}, \ddot{u})</p> <p>Begin to apply punctuation rules in German such as capital letters, full stops and question marks</p> <p>Recognise and begin to write high-frequency words and expressions in familiar contexts</p>	<p>Experiment with the pronunciation of short and long single vowel and diphthong sounds, including <i>ja</i>, <i>rot</i>, <i>singen</i>, <i>Sport</i>, <i>Winter</i>, <i>zwei</i></p> <p>Recognise and use the <i>Eszett</i> and <i>Umlaut</i> to pronounce and write familiar German words</p> <p>Experiment with intonation patterns</p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au</i>, <i>ei</i>, <i>eu</i>, <i>ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht</i>; <i>Du bist acht?</i>; <i>Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i> and capitalisation rules</p>	<p>Apply basic rules for German pronunciation such as the two different pronunciations of <i>ch</i></p> <p>Recognise and apply different intonation for statements, questions, exclamations and instructions</p> <p>Notice distinctive punctuation features of personal correspondence in German such as <i>Hallo Annette!</i>/<i>Lieber Klaus</i>, followed respectively by upper or lower case for the beginning of the first sentence</p>	<p>Explain and apply basic rules for German pronunciation</p> <p>Understanding that β can only be used in lower case, otherwise <i>SS</i> and that \ddot{a}, \ddot{o} and \ddot{u} can be written as <i>ae</i>, <i>oe</i> and <i>ue</i> respectively, for example, in upper case signs or word puzzles such as crosswords</p> <p>Apply phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, <i>ch</i>, <i>j</i>, <i>v</i>, <i>w</i>, <i>y</i> and <i>z</i> and diphthongs such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i></p>

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					Write high-frequency words and expressions in familiar contexts		
	<p>Notice and use context-related vocabulary to generate language</p> <p>Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> noticing that German has multiple words for ‘the’ identifying people, animals and things using an article and a concrete noun, for example, <i>der Lehrer, eine Freundin</i>, or a pronoun, for example, <i>ich, du, er, sie, es, wir</i> understanding and describing actions using verbs such as <i>gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen</i> and <i>wohnen</i> understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object) and <i>wer</i> (a person) gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0-10 	<p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> noticing that German has multiple words for ‘the’ and ‘a/an’ using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to an object, for example, <i>Das ist mein Bleistift</i> gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0-20 and <i>mehr</i> and <i>weniger</i> understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object), <i>wer</i> (a person), <i>wie</i> (manner) and <i>wie viele</i> (quantity) 	<p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes including:</p> <ul style="list-style-type: none"> describing people, animals or objects using <i>bin/bist/ist</i> and an adjective, for example, <i>Ich bin klein; Der Bär ist braun; Das Buch ist neu</i> understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object), <i>wer</i> (a person), <i>wie</i> (manner), <i>wo</i> (a place), <i>wann</i> (a time) and <i>wie viele</i> (quantity) understanding the location or origin of a person or object such as <i>hier, links</i> and <i>rechts</i> and prepositions such as <i>auf, aus, hinter, in, neben</i> and <i>unter</i> gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0-50 	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> recognising the link between a noun’s gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i> noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i> using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person, for example, <i>Meine Schwester ist zehn Jahre alt; Ich habe einen Bruder</i> 	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> recognising and describing past events using the simple past tense of familiar verbs such as <i>war, hatte, ging, sah, spielte</i> and <i>machte</i> joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> understanding a range of question words and the intended/related answer, for example, 	<p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke</i> noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i> understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English 	<p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes including:</p> <ul style="list-style-type: none"> understanding and describing current, recurring and future actions, including by using common separable verbs such as <i>aufstehen, ausgehen, aussehen, fernsehen, mitkommen</i> and <i>mitnehmen</i> understanding and expressing obligation and permission using the modal verbs <i>müssen</i> and <i>dürfen</i>, for example, <i>Ich darf zu dir kommen; ich muss mein Zimmer aufräumen</i> making comparisons using simple structures such as <i>Ich mag Erdbeeren lieber als Kiwis; Radfahren ist besser als Autofahren</i> using the comparative and superlative of adjectives, for example, <i>gut, besser am, besten; klein, kleiner, am kleinsten; alt, älter,</i>

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	<ul style="list-style-type: none"> using simple adjectives to describe things such as <i>braun, rot, blau, groß, klein, schnell, langsam</i> gaining awareness of vocabulary referring to time of the day such as <i>Morgen, Nachmittag, Mittag</i>, days, months and seasons 	<ul style="list-style-type: none"> using simple modelled questions and statements negating verbs and adjectives using <i>nicht</i> 	<p>and <i>mehr, weniger, viel/e, nichts</i> and <i>kein/e</i></p> <ul style="list-style-type: none"> gaining awareness of vocabulary referring to time such as days, months, time of day and o'clock time, for example, <i>Morgen; Nachmittag; Mittag; Es ist drei Uhr</i> using simple modelled questions and statements such as <i>Das ist mein Bleistift; Ich habe einen Bruder</i> 	<ul style="list-style-type: none"> comparing pluralisation of some nouns in German and English and using <i>die</i> for plural nouns in German, for example, <i>der Apfel/die Äpfel</i> describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> using present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognising similarities to the English verbs 'to have' and 'to be' understanding and describing current and recurring actions using verbs such as <i>essen, fliegen, fressen, laufen, leben, schwimmen, sprechen</i> and <i>trinken</i> understanding the meaning of and using common time phrases and cohesive devices, 	<p><i>woher, welcher</i> and <i>wie viel</i></p> <ul style="list-style-type: none"> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> describing location formulaically using prepositional phrases such as <i>im Wasser; in der Luft; auf dem Land; neben dem Tisch; auf der linken Seite</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> referring to quantities of people and things (including money) using cardinal numbers up to 100 	<ul style="list-style-type: none"> understanding and using a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> understanding and locating events in time, including the use of the 24-hour clock referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for example, <i>Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester</i> <p>Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p>	<p><i>am ältesten</i></p> <ul style="list-style-type: none"> comparing the meaning of the modal verbs <i>wollen, sollen, mögen</i> and <i>können</i> with their English equivalents noticing that some verbs can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme \$50 zum Geburtstag</i> understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, <i>Ich habe heute meine Hausaufgaben nicht gemacht; Wir sind nach Bali geflogen</i> describing frequency using adverbs and adverbial expressions such as <i>oft, manchmal, jeden Tag, immer, selten</i> and <i>nie</i> understanding the meaning of the conjunctions <i>dass</i> and <i>weil</i>

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				<p>for example, <i>gestern</i>, <i>heute</i>, <i>dann</i> and <i>zuerst</i></p> <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p>	<p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> • understanding questions using <i>warum</i> and responding with a simple sentence, for example, <i>Warum bist du müde? Ich habe heute Fußball gespielt</i> • referring to a date, including the year, for an event such as a birth, for example, <i>Meine Oma ist am 11. April 1956 geboren</i> • understanding and locating events in time, including the use of the 24-hour clock, prepositions such as <i>nach</i> and <i>vor</i> and formulaic expressions such as <i>früher</i>; <i>später</i>; <i>am Wochenende</i>; <i>in den Ferien</i> <p>Build a metalanguage in German to describe patterns, grammatical rules and variations in language structures</p>

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	Recognise that language is organised as ‘text’ that can be spoken, written, digital, visual or multimodal	Understand that language is organised as ‘text’ and that different types of texts have different features	Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose	Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal German texts	Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose	Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced	Understand how German texts use language in ways that create different effects and suit different audiences
Language variation and change	Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people, for example, first names with peers <i>Tag, Luke!</i> and <i>Guten Morgen, Frau Stein!</i> for the teacher	Recognise that German speakers use language differently in different situations such as when socialising with peers and friends, at home with the family, for example, <i>Ein Kuss, Papa! Ich liebe dich, mein Schatz!</i>	Understand that German speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, <i>Entschuldigen Sie, Herr Steiner; Es tut mir leid ...</i>	Understand and demonstrate how language use varies according to the participants’ age, gender and relationship and the context of use	Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning	Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations	Understand that the German language is used differently in different contexts and situations
Role of language and culture	Recognise that German is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including German and that German and English borrow words and expressions from each other	Recognise that all languages, including German, change continuously through contact with each other and through changes in society	Notice differences between German, Australian and other cultures’ practices and how these are reflected in language	Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another Reflect on how their own and others’ language use is shaped by and reflects communities’ ways of thinking and behaving and may be interpreted differently by others	Understand that the German language is constantly changing due to contact with other languages and to changing intercultural experiences Understand that language and culture are integral to the nature of identity and communication

GERMAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Communicating				
Socialising	Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach? Ja, ich mag Deutsch; Wie findest du Mathe? Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu...; Ich hasse, es/ich liebe, es</i>	Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, <i>Wohin sind Sie in den Ferien gefahren?; Wie feiern Sie Silvester? Normalerweise treffen wir uns mit unseren Freunden und unserer Familie zum Abendessen. Letztes Jahr haben wir Karten bis Mitternacht auf dem Balkon gespielt und dann das Feuerwerk gesehen</i>	Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Als ich zehn Jahre alt war spielte ich oft mit Holzblöcken, nun lerne ich Mathematik. In der Zukunft möchte ich Architekt werden; Es ist kompliziert, ein Teenager zu sein, weil ...; Es gefällt mir Teenager zu sein, weil ich selbständig sein kann; Du solltest mit deinem Freund sprechen, weil ...; Was würdest du an meiner Stelle machen? Ich streite oft mit...</i>	Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues, for example, <i>Jugend Gesundheit; Sprachen lernen; Verantwortung jetzt und in der Zukunft; Was recyceln Sie, Herr Meier?; Was können wir für die Umwelt machen?; Wie kann man den Obdachlosen/Asylanten helfen?</i> Express feelings and justify opinions, for example, <i>Wie finden Sie...?; Ist es schwierig für dich, Deutsch zu lernen?; Ich denke, dass ...; Was können wir tun, um die Umwelt zu schützen?; Was studierst du nächstes Jahr und warum?; Ich werde sicher die 12. Klasse zu Ende machen und dann werde ich hoffentlich Zahnmedizin studieren. Es kommt aber auf meine Noten an</i>
	Engage in tasks and transactions that involve planning such as an activity for students new to high school, a languages expo at school, an excursion to the market or <i>Flohmarkt</i> , the cinema or a music concert, considering options, negotiating arrangements and participating in transactions	Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year’s Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services	Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers	Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views
Informing	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds and identifying context, purpose and intended audience	Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented

GERMAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
	Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts	Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences	Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation	Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes
Creating	Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences	Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture	Discuss how imaginative texts reflect German cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience	Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance
	Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences	Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films	Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience
Translating	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other, for example, <i>Ich drücke dir die Daumen</i>	Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture, for example, <i>so alt wie ein Baum/Stein, einen Bärenhunger haben</i>	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, how popular German idioms such as <i>Du spinnst!</i> ; <i>schwarzfahren</i> , can create confusion when translated literally
Reflecting	Interact and engage with members of the German-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Participate in intercultural experiences, with members of the German-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Monitor language choices when using German, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Reflect on the experience of learning and using German, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to different cultural perspectives Explore and express their own cultural identity and ability to act as a cultural mediator between German speakers and Australians

GERMAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Understanding				
Systems of language	<p>Explore the German pronunciation of loan words from English and other languages, for example, <i>Job, Restaurant, Pizza</i></p> <p>Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p>	<p>Apply the rules of German pronunciation, rhythm, stress and intonation to a range of sentence types and words</p> <p>Apply German punctuation and spelling rules to their own writing and learn to systematically edit their own and others' written work</p>	<p>Recognise the ways in which written language is different from spoken language such as being more crafted, elaborated and complex, with use of interrelated clauses and support details</p> <p>Recognise and respond to challenges associated with clarity and pace in audio texts such as railway station announcements or recorded phone messages and variations or differences in pronunciation to ensure clarity, for example, <i>zwei/zwo; Juli</i> (pronounced as <i>Julei</i>)</p>	<p>Explore the features of spoken and written language and apply variations in relation to features such as stress, pronunciation and contractions, for example, <i>Ich hab keine Lust</i> or <i>Mach's gut!</i></p> <p>Recognise the interactive, fluid and transitory nature of spoken language, identifying features such as interactivity and the use of repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression</p> <p>Recognise and reproduce rhythms in complex sentences, using pausing and intonation to signal clause boundaries and emphasis</p>
	<p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring; Es gibt hier keinen Sportplatz</i> selecting and using the appropriate form of 'you' (<i>du, ihr, Sie</i>) and its possessive adjective equivalents (<i>dein, euer, Ihr</i>) according to the audience, for example, <i>Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich</i> selecting the correct personal pronoun for 'it' (<i>er/sie/es; ihn</i>) for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön; Ich habe ihn bei ... gekauft</i> 	<p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative) and using definite and indefinite articles, <i>kein</i>, personal pronouns (including <i>man</i>) and possessive, demonstrative and interrogative adjectives such as <i>sein, unser, dieser, jeder</i> and <i>welcher</i> comparing the meanings and use of the German modal verbs with their English equivalents, for example, <i>Wir müssen eine Schuluniform tragen; Man darf hier nicht essen</i> understanding and applying verbs that can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr;</i> 	<p>Increase control of context-related vocabulary and extend grammatical knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes using the different imperative forms of verbs for peers and adults, for example, <i>Spiel/Spielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!</i> connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses and noticing the word order, for example, <i>Um Geld zu haben, muss man einen Job finden; Entweder</i> 	<p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> noticing that relative pronouns have gender and case and are usually the same as definite articles, understanding the difference in function, for example, <i>Das ist der Beruf, den ich am interessantesten finde</i> understanding the difference between interrogatives which incorporate a preposition and refer to people and those which refer to objects, for example, <i>Mit wem gehst du zur Party?; Worüber schreibst du deinen Englischaufsatz?</i> understanding and using the appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, including some with dative reflexive pronoun and noun direct object, transitive and

GERMAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> describing past events and experiences with the present perfect tense using a limited range of common verbs, for example, <i>Am Sonntag habe ich meine Hausaufgaben gemacht</i> understanding and applying the ‘verb as second element’ (<i>Wir kommen morgen</i> or <i>Morgen kommen wir</i>) and ‘subject-time-object-manner-place’ (STOMP) word order rules for main clauses (<i>Ich spiele jetzt Basketball</i>) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch. Zu Hause ist es oft sehr laut</i> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the subordinate clause after the main clause describing destinations using prepositions, for example, <i>Wir fahren nach Adelaide. Der Junge geht zum Bahnhof. Sie sind in die Stadt gefahren</i> recognising some ‘two-way’ prepositions (<i>Wechselpräpositionen</i>), for example, <i>Die Flasche ist auf dem Tisch; Stellt die Flasche auf den Tisch</i> referring to quantities of people and things using cardinal numbers up to a billion, for example, <i>Deutschland hat 81,9 Millionen Einwohner</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<p><i>Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag</i></p> <ul style="list-style-type: none"> describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, <i>Wir spielen morgen nicht mit; Er sieht viel fern; Ich muss meine Hausaufgaben machen; Nächstes Jahr bekommen wir neue Laptops</i> describing past events and experiences in present perfect and/or simple past tenses using a limited range of common verbs, for example, <i>Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank</i> using reflexive verbs in the present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, <i>Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien</i> expressing opinions using, for example, <i>meiner Meinung nach; Ich glaube, dass ... Wir sind dagegen/dafür</i> understanding and using dative and accusative prepositions with their core meanings, for example, <i>Ich komme aus der Stadt; Der Kuchen ist für dich</i> experimenting (using models) with different structures to make comparisons, for example, <i>Englisch ist schwieriger als Mathe; Welches Auto ist am sichersten?; Kaffee ist nicht so gesund wie Wasser</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<p><i>werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino</i></p> <ul style="list-style-type: none"> noticing and experimenting with compound forms such as common <i>da-</i> and <i>wo(r)</i>-constructions, for example, <i>Was machst du damit?; Woran erinnerst du dich?</i> linking and sequencing events and ideas using a range of cohesive devices, including adverbs (<i>danach, vorher, dann, früher</i>) and common conjunctions (<i>als, dass, obwohl, wenn, weil</i>), usually with the subordinate clause after the main clause understanding and using the accusative, dative and ‘two-way’ prepositions accurately with regard to case and meaning, including a limited range of common idiomatic prepositional phrases, for example, <i>Meine Eltern sind mit 21 aus Deutschland ausgewandert; Sie denken oft an ihre Kindheit</i> modifying meaning through the use of adverbs and adverbial phrases, for example, <i>Das haben sie schon gemacht; Lauft so schnell wie möglich zum Supermarkt!</i> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p>	<ul style="list-style-type: none"> intransitive verbs, modal verbs and verbs with separable and inseparable prefixes describing plans and aspirations using <i>werden</i> and a single infinitive, for example, <i>In der Zukunft werde ich mehr Sport treiben</i> indicating contradiction using <i>doch</i> using a range of expressions for indefinite quantities, for example, <i>einige, manche, mehrere</i> understanding and using formulaically common subjunctive forms (<i>Konjunktiv II</i>) such as <i>hätte</i> and <i>wäre</i> and <i>würde</i> + infinitive, for example, <i>Wenn ich reich wäre, würde ich ein schnelles Auto kaufen; Er tut so, als ob er keine Zeit hätte</i> recognising instances of the genitive case mainly in written texts, for example, <i>Omas Leben, die Rolle der Frau, der Gebrauch des Genitivs</i>, understanding its function to indicate possession and using the more common ‘<i>von</i> + dative case + noun’ as an alternative, for example, <i>das Haus von meinen Eltern/das Haus meiner Eltern</i> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p>
	Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction	Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	Examine the interrelationship between different text types, language choices, audience, context and purpose	Analyse how different types of text incorporate cultural and contextual elements

GERMAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Language variation and change	Understand that texts have different purposes, different audiences and different forms	Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts	Analyse how and why language is used differently in different contexts and relationships	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
	Recognise that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge	Understand that German, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience	Explore the influence of language on people’s actions, values and beliefs and appreciate the scale and importance of linguistic diversity	Understand the power of language to influence social and cultural relationships and practices
Role of language and culture	Understand that language use reflects cultural expression, assumptions and perspectives	Reflect on different aspects of the cultural dimension of learning and using German and consider how this might be interpreted and responded to by members of the community	Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation	Understand that German language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time