

Stimmt 1 Scheme of Work

Overview:

Term	Unit	Notes
Autumn Term 1	Unit 1	Baseline assessment after Unit 1
Autumn Term 2	Unit 2	End of unit test after Unit 2 (L+R, Speaking to be peer assessed and Writing to be assessed through Key Homework and Translation tasks, amongst other class and homework)
Spring Term 1	Unit 3	End of Unit test (S+W: Speaking to be assessed through formal speaking test with the Teacher, Key Homework and Translation tasks done in class under test conditions.)
Spring Term 2	Unit 4	End of unit test (L+R, Speaking to be peer assessed and Writing to be assessed through Key Homework and Translation tasks, amongst other class and homework)
Summer Term 1	Unit 5	
Summer Term 2		Summer Examinations

SCHOOL: The Knights Templar School
YEAR: 2015 onwards

CLASS: Year 8

Stimmt! 1 Kapitel 1 Meine Welt und ich
Einheit 1 pp. 8–9 Hallo!

Programme of Study references		GV2 Grammatical structures (definite and indefinite article) LC1 Listening and responding LC5 Accurate pronunciation and intonation
Lesson starters		1 Play <i>Stadt-Land-Fluss</i> using the starter resource 2 Introduce German names
Plenary		Practise conversations using celebrity character cards <i>Alternative:</i> Use ActiveTeach p.008 Class Game to review German pronunciation
Learning objectives		Introducing yourself Learning how to pronounce German words
Grammar		The definite (<i>der, die, das</i>) and indefinite (<i>ein, eine, ein</i>) article (nominative singular)
FCSE links		Unit 1 – Relationships, Family and Friends (Personal information)
Learning outcomes ...		
Listening	L 1–2	Understand others introducing themselves Listen to and understand the pronunciation of key phonic sounds
Speaking	L 1–3	Introduce yourself in a dialogue Pronounce key phonic sounds
Reading	L 1	Understand people’s names and individual words
Writing		-
Key Language		Hallo! Ich heiÙe ... Wie heiÙt du? Guten Tag! Wie geht’s? Und dir? Gut./Nicht schlecht. Tschüs! Auf Wiedersehen!
PLTS		S Self-managers
Cross-curricular		Design and technology: inventions
Grammar practice		<i>Grammatik</i> page 22, exs 1–2
Differentiation		<i>Reinforcement:</i> More ideas for inventors and inventions to match in ex. 8 <i>Übungsheft A</i> , page 2 <i>Extra</i> page 120 <i>Extension:</i> Pupils add lines to the dialogue in ex. 6

	<p>Extra pages 120–121 Übungsheft B, page 2</p>
Resources	<p>01_Kapitel1_Einheit1_Aufgabe1 02_Kapitel1_Einheit1_Aufgabe2 03_Kapitel1_Einheit1_Aufgabe3 04_Kapitel1_Einheit1_Aufgabe5 05_Kapitel1_Einheit1_Aufgabe8 Übungsheft 1 A&B, page 2 <i>ActiveTeach:</i> Starter 1 resource p.008 Class game p.008 Exercise 1 video p.009 Grammar practice p.009 Grammar presentation <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>
Homework	
Notes	

Stimmt! 1 Kapitel 1 Meine Welt und ich Einheit 2 pp. 10–11 Eins, zwei, drei ...		
Programme of Study references	GV1 Tenses (<i>sein</i> simple present) LC1 Listening and responding	
Lesson starters	1 Sort German words by <i>der/die/das</i> using the starter resource 2 Practise numbers by playing bingo using the starter resource <i>Alternative:</i> Use ActiveTeach p.010 Flashcards to review and practise numbers 1–12	
Plenary	Play dominoes using plenary resource to practise numbers 1–19 and <i>sein</i>	
Learning objectives	Counting to 19 Using the verb <i>sein</i> (to be)	
Grammar	The verb <i>sein</i> (simple present, singular) Using key words to help pronunciation Asking someone's age	
FCSE links	Unit 1 – Relationships, Family and Friends (Numbers)	
Learning outcomes ...		
Listening	L 1–2	Listen to and understand numbers 1–19
Speaking	L 1–3	Talk about someone's age
Reading	L 1	Understand numbers 1–19
Writing	L 1–3	Write down the numbers 1–19
Key Language	Numbers 1–19 Wie alt bist du? Ich bin ... Jahre alt.	
PLTS	T Team workers	
Cross-curricular	Mathematics: numbers 1–19	
Grammar practice	<i>Grammatik</i> page 23, ex. 7	
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 120 Übungsheft A, page 3 <i>Extension:</i> For ex. 2 pupils write number and name without reference to the pupil book <i>Extra</i> pages 120–121 Übungsheft B, page 3	
Resources	06_Kapitel1_Einheit2_Aufgabe1 07_Kapitel1_Einheit2_Aufgabe2 08_Kapitel1_Einheit2_Aufgabe3 09_Kapitel1_Einheit2_Aufgabe6 10_Kapitel1_Einheit2_Aufgabe7 Übungsheft 1 A&B, page 3 <i>ActiveTeach:</i> Starter 1 resource p.010 Flashcards	

	p.011 Grammar presentation Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 1 Meine Welt und ich	
Einheit 3 pp. 12–13 Ich wohne in Deutschland	
Programme of Study references	GV1 Tenses (present) LC3 Conversation LC5 Accurate pronunciation and intonation
Lesson starters	1 Pupils play bingo using the starter resource 2 Revising the alphabet and vocabulary using the starter resource
Plenary	Practise conversations using character cards from the plenary resource
Learning objectives	Using the German alphabet Using the verb <i>wohnen</i> to say where you live
Grammar	The verb <i>wohnen</i> (simple present, singular)
FCSE links	Unit 7 – Local Area and Environment (Local area)
Learning outcomes ...	
Listening	L 1–2 Listen to, understand and use the alphabet
Speaking	L 2–3 Talk about yourself Use the alphabet
Reading	L 1–3 Understand key words from texts
Writing	L 1–2 Write about yourself
Key Language	Wo wohnst du? Ich wohne in ... Er/Sie wohnt in ... Das ist in ... England Schottland Wales Nordirland Irland Wie schreibt man das (Haus)? Das schreibt man (H–A–U–S).
PLTS	T Team workers
Cross-curricular	Geography: map of Germany
Grammar practice	<i>Grammatik</i> page 23, exs 5–6
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 120 Übungsheft A, page 4 <i>Extension:</i> <i>Extra</i> pages 120–121 Übungsheft B, page 4
Resources	11_Kapitel1_Einheit3_Aufgabe1 12_Kapitel1_Einheit3_Aufgabe2 13_Kapitel1_Einheit3_Aufgabe4 14_Kapitel1_Einheit3_Aufgabe8 Übungsheft 1 A&B, page 4 <i>ActiveTeach:</i>

	Starter 1 resource Starter 2 resource p.013 Grammar presentation p.013 Video: Episode 1 p.013 Exercise 5 grid p.013 Grammar worksheet p.013 Thinking skills worksheet <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 1 Meine Welt und ich		
Einheit 4 pp. 14–15 Meine Welt ist wunderbar!		
Programme of Study references		GV3 Developing vocabulary LC1 Listening and responding LC3 Conversation
Lesson starters		1 Review spellings of set of adjectives 2 Use a variety of games to review characteristics <i>Alternative:</i> Use ActiveTeach p.014 Flashcards to review and practise adjectives of personality
Plenary		Word-matching jigsaw using plenary resource to practise vocabulary and <i>mein</i> and <i>dein</i> <i>Alternative:</i> Use ActiveTeach p.014 Class Game to review adjectives of personality
Learning objectives		Describing your character Using <i>mein(e)</i> and <i>dein(e)</i>
Grammar		The indefinite article (<i>mein, dein</i>)
FCSE links		Unit 4 – Leisure (Preferences)
Learning outcomes ...		
Listening	L 2	Listen to check answers Practise careful listening
Speaking	L 1–3	Read out loud Describe yourself
Reading	L 1–3	Match text to illustration Read out loud
Writing	L 2–3	Write short sentences about yourself
Key Language		freundlich launisch kreativ intelligent sportlich laut faul musikalisch lustig Ich bin sehr/ziemlich/nicht ... Was ist deine(e) ...? Mein(e) ... ist ... der Lieblingssport der Lieblingsmonat die Lieblingsmusik die Lieblingszahl die Lieblingsendung die Lieblingsfußballmannschaft das Lieblingsspiel das Lieblingsland

	das Lieblingsauto
PLTS	T Team workers
Cross-curricular	-
Grammar practice	-
Differentiation	<i>Reinforcement:</i> Extra page 120 Übungsheft A, page 5 <i>Extension:</i> Extra pages 120–121 Übungsheft B, page 5
Resources	15_Kapitel1_Einheit4_Aufgabe2 16_Kapitel1_Einheit4_Aufgabe5 17_Kapitel1_Einheit4_Aufgabe6 Übungsheft 1 A&B, page 5 <i>ActiveTeach:</i> p.014 Flashcards p.014 Class game p.015 Grammar practice p.015 Grammar presentation Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 1 Meine Welt und ich Einheit 5 pp. 16–17 Meine Sachen		
Programme of Study references		GV2 Grammatical structures (accusative) LC3 Conversation LC6 Reading comprehension
Lesson starters		1 Making string sentences to review vocabulary and structures 2 Think-pair-share activity to review use of the accusative
Plenary		Speaking chain game about belongings <i>Alternative:</i> Use ActiveTeach p.017 Class Game to review questions
Learning objectives		Asking and answering questions about your belongings Using the verb <i>haben</i> + the indefinite article
Grammar		Introduction to the accusative Singular paradigm of <i>haben</i>
FCSE links		Unit 1 – Relationships, Family and Friends (Personal information)
Learning outcomes ...		
Listening	L 3–4	Understand conversation Listen and follow text
Speaking	L 3–4	Ask about belongings Talk about characteristics and belongings
Reading	L 3–4	Create questions Read and understand texts
Writing	L 2–3	Write sentences about belongings Write questions
Key Language		Wie? Was? Wo? Woher? Wer?
PLTS		C Creative thinkers
Cross-curricular		-
Grammar practice		<i>Grammatik</i> page 23, ex. 7
Differentiation		<i>Reinforcement:</i> <i>Extra</i> page 120 Übungsheft A, page 6 <i>Extension:</i> Alternative challenge reading activity for ex. 6 <i>Extra</i> pages 120–121 Übungsheft B, page 6
Resources		18_Kapitel1_Einheit5_Aufgabe1 19_Kapitel1_Einheit5_Aufgabe5 Übungsheft 1 A&B, page 6 <i>ActiveTeach:</i> p.016 Grammar practice

	<p>p.016 Grammar presentation (1) p.016 Grammar presentation (2) p.017 Class game p.017 Video: Episode 2 p.017 Extension reading activity p.017 Extension worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>
Homework	
Notes	

Stimmt! 1 Kapitel 1 Meine Welt und ich		
Einheit 6 pp. 18–19 Writing Skills: Ich über mich		
Programme of Study references		GV4 Accuracy (grammar, spelling) LC2 Transcription LC8 Writing creatively
Lesson starters		1 Review masculine, feminine and neuter articles using the starter resource 2 Practise key verbs using the starter resource
Plenary		Self- or peer-assess written work using plenary resource
Learning objectives		Preparing a poster presentation Checking your work
FCSE links		Unit 1 – Relationships, Family and Friends (Personal information)
Learning outcomes ...		
Listening	L 2	Listen to check answers
Speaking		
Reading	L 3–4	Read out loud Read to answer questions
Writing	L 1–4	Write about yourself Write grammatically correct text
Key Language		Review of language from previous units
PLTS		R Reflective learners
Cross-curricular		-
Differentiation		<i>Reinforcement:</i> Extra page 120 Übungsheft A, page 7 <i>Extension:</i> Pupils make sentences from grids completed in starter 1 Pupils complete ex. 1 without reference to the pupil book Pupils translate into English completed text from ex. 4 Extra pages 120–121 Übungsheft B, page 7
Resources		20_Kapitel1_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 7 <i>ActiveTeach:</i> Starter resource 1 Starter resource 2 Plenary resource
Key Homework		p21, ex4
Notes		

Stimmt! 1 Kapitel 1 Meine Welt und ich		
Projektzone pp. 26–27 Supertrumpf		
Programme of Study references		LC2 Transcription LC4 Expressing ideas (speaking) LC8 Writing creatively
Lesson starters		1 Match inventors to inventions using the starter resource 2 Make a 'super trump' card using a template from the starter resource
Plenary		Play a 'super trump' game using own cards; alternative gap-fill speaking activity using plenary resource
Learning objectives		Learning about famous people Creating 'super trumps' cards
FCSE links		Unit 1 – Relationships, Family and Friends (Personal information)
Learning outcomes ...		
Listening	L 2–3	Listen for answers
Speaking	L 3–4	Discuss opinions
Reading	L 4	Use reading to find information and complete a 'supertrumpf' card
Writing	L 3–4	Adapt text to first person Research and create 'super trump' cards Review language and sentence starter structures to write interestingly about people
Key Language		Review language from previous units
PLTS		C Creative thinkers
Cross-curricular		History: famous people
Differentiation		<i>Extension:</i> Translate completed text from ex. 3 into English
Resources		23_Kapitel1_Projektzone_Aufgabe1 24_Kapitel1_Projektzone_Aufgabe3 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource Plenary resource
Homework		
Notes		

Stimmt! 1 Kapitel 2 Familie und Tiere
Einheit 1 pp. 30–31 Extreme Haustiere

Programme of Study references	GV2 Grammatical structures (plurals, pronouns) GV3 Developing vocabulary LC3 Conversation
Lesson starters	1 Matching German to English using the starter resource 2 Matching singular nouns with their plural using the starter resource <i>Alternative:</i> Use ActiveTeach p.030 Flashcards to review and practise names of pets
Plenary	Speed-dating activity working on conversation about pets using plenary resource
Learning objectives	Talking about pets Using pronouns
Grammar	Plural of nouns Pronouns
FCSE links	Unit 1 – Relationships, Family and Friends (Pets)
Learning outcomes ...	
Listening	L 2–4 Listen for vocabulary to identify patterns Listen for information about pets
Speaking	L 3–4 Ask and answer questions Talk about a pet
Reading	-
Writing	L 1–4 Write short sentences about pets from stimuli Transcribe vocabulary Write creatively about pets
Key Language	Hast du ein Haustier? Ich habe ... einen Hund einen Goldfisch einen Hamster eine Katze eine Maus eine Schlange ein Kaninchen ein Pferd ein Meerschweinchen dick faul frech freundlich groß intelligent klein kreativ lang

	launisch laut lustig musikalisch niedlich schlank sportlich Goldfische Hamster Hunde Kaninchen Katzen Mäuse Meerschweinchen Pferde Schlangen
PLTS	C Creative thinkers
Cross-curricular	-
Grammar practice	<i>Grammatik</i> page 44, exs 1-2 and page 45, ex. 7
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 14 <i>Extension:</i> <i>Extra</i> pages 122-123 Übungsheft B, page 14
Resources	25_Kapitel2_Einheit1_Aufgabe1 26_Kapitel2_Einheit1_Aufgabe3 Übungsheft A&B, page 14 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.030 Grammar presentation p.030 Flashcards p.031 Learning skills worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

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 I have just followed the Spanish model here. OK?

Stimmt! 1 Kapitel 2 Familie und Tiere
Einheit 2 pp. 32–33 Supertiere

Programme of Study references	GV2 Grammatical structures (using <i>können</i>) LC1 Listening and responding LC2 Transcription
Lesson starters	1 Using adjectives and pet names to make up new 'superpets' using the starter resource 2 Games to identify the superpet by asking and answering questions <i>Alternative:</i> Use ActiveTeach p.033 Flashcards to review and practise using <i>kann</i> + the infinitive
Plenary	Noughts and crosses game using plenary resource to review <i>kann</i> + infinitive
Learning objectives	Talking about 'superpets' Using <i>kann</i> + infinitive
Grammar	More about <i>können</i>
FCSE links	Unit 1 – Relationships, Family and Friends (Pets)
Learning outcomes ...	
Listening	L 2 Listen for information about superpets
Speaking	L 3 Describe a 'superpet'
Reading	L 2 Read and answer questions about superpets
Writing	L 2–4 Describe a superpet
Key Language	Wie ist er/sie/es? Er/Sie/Es ist ... cool gemein kräftig schlau schnell superintelligent superlustig süß Er/Sie kann ... fliegen Flöte/Fußball/Wii spielen Italienisch sprechen (schnell) laufen lesen Rad fahren schwimmen singen springen tanzen
PLTS	T Team workers

Cross-curricular	-
Grammar practice	<i>Grammatik</i> page 45, ex. 6
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 15</p> <p><i>Extension:</i> Ask oral questions about the personality of pets in ex. 2 Pupils develop the description of superpets in ex. 7 to include age, home, etc. <i>Extra</i> pages 122–123 Übungsheft B, page 15</p>
Resources	27_Kapitel2_Einheit2_Aufgabe1 28_Kapitel2_Einheit2_Aufgabe3 29_Kapitel2_Einheit2_Aufgabe4 Übungsheft 1 A&B, page 15 <i>ActiveTeach:</i> Starter 1 resource p.033 Grammar presentation p.033 Flashcards Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 2 Familie und Tiere
Einheit 3 pp. 34–35 Meine Familie

Programme of Study references	GV1 Tenses (present) GV3 Opinions and discussions LC8 Translation into German
Lesson starters	1 Matching numerals to written numbers using the starter resource 2 Matching exercises to build up the verb <i>wohnen</i> <i>Alternative:</i> Use ActiveTeach p.035 Flashcards to review and practise language for family members
Plenary	Snakes and ladders game to review present tense using plenary resource
Learning objectives	Talking about family members and age More practice of present tense verbs
Grammar	The regular verb <i>wohnen</i> Ways of saying 'you'
FCSE links	Unit 1 – Relationships, Family and Friends (Family/friends)
Learning outcomes ...	
Listening	L 1–3 Introduce and practice numbers 21–100
Speaking	L 2–4 Discuss ideas about ages Ask and answer questions about a person and your family
Reading	L3 Introduce family vocabulary
Writing	L 3–4 Translate sentences about family members into German Write sentences about pupil's family
Key Language	Numbers 20–100 Hast du Geschwister? Das ist die Familie ... meine Mutter mein Vater meine Eltern meine Großeltern Die ... Personen wohnen in ... Er wohnt in ... Meine Großeltern wohnen mit uns zusammen. Es gibt ... Personen in meiner Familie. Ich habe eine Schwester/zwei Brüder/einen Bruder/zwei Schwestern. keine Geschwister ein Einzelkind
PLTS	T Team workers

Cross-curricular	-
Grammar practice	<i>Grammatik</i> page 44, exs 3-4
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 16</p> <p><i>Extension:</i> Include extra detail and ideas to answers from ex. 4 Identify names of speakers for each part of the recording in ex. 7 <i>Extra</i> pages 122-123 Übungsheft B, page 16</p>
Resources	30_Kapitel2_Einheit3_Aufgabe1 31_Kapitel2_Einheit3_Aufgabe2 32_Kapitel2_Einheit3_Aufgabe3 33_Kapitel2_Einheit3_Aufgabe5 34_Kapitel2_Einheit3_Aufgabe7 Übungsheft A&B, page 16 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.034 Flashcards p.035 Flashcards (1) p.035 Flashcards (2) Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 2 Familie und Tiere
Einheit 4 pp. 36–37 Die Farben der Welt

Programme of Study references	GV4 Accuracy (grammar) LC4 Expressing ideas (writing) LC6 Translation into English
Lesson starters	1 Bingo game to review numbers using the starter resource 2 Play Guess who to review descriptions <i>Alternative:</i> Use ActiveTeach p.036 Flashcards to review and practise language for describing hair and eyes
Plenary	Pupils describe a family for partner to identify using plenary resource <i>Alternative:</i> Use ActiveTeach p.036 Class Game to review language for describing hair and eyes
Learning objectives	Describing family members Using adjectives with nouns
Grammar	Adjectival agreement Full paradigm of irregular verb <i>haben</i>
FCSE links	Unit 1 – Relationships, Family and Friends (Personal details about family, Descriptions)
Learning outcomes ...	
Listening	L 1–2 Introduce colour vocabulary Practise using colour vocabulary in descriptions of people
Speaking	L 3 Asking and answering questions about people
Reading	L 3–4 Read and correct sentence descriptions Match sentences halves and translate into English
Writing	L 3–4 Write a full description of family members
Key Language	schwarz weiß grau braun rot orange gelb grün blau indigoblau violett lila rosa schwarze/braune/blonde/rote Haare lange/kurze/mittellange Haare blaue/braune/grüne/graue Augen
PLTS	R Reflective learners

Cross-curricular	-
Grammar practice	<i>Grammatik</i> page 45, ex. 5
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 17 <i>Extension:</i> Alternative challenge reading activity for ex. 4 <i>Extra</i> pages 122–123 Übungsheft B, page 17
Resources	35_Kapitel2_Einheit4_Aufgabe1 36_Kapitel2_Einheit4_Aufgabe2 Übungsheft A&B, page 17 <i>ActiveTeach:</i> Starter 1 resource p.036 Flashcards p.037 Extension reading activity p.037 Grammar presentation p.037 Video: Episode 3 p.037 Extension worksheet p.037 Grammar worksheet <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 2 Familie und Tiere
Einheit 5 pp. 38–39 Alles Gute!

Programme of Study references	GV2 Grammatical structures (ordinal numbers) LC4 Expressing ideas (writing) LC5 Accurate pronunciation and intonation
Lesson starters	1 Using the starter resource, pupils order themselves in chronological order 2 Using the starter resource, pupils conduct a survey to find out about birthdays
Plenary	Using the plenary resource, pupils find out about famous people's birthdays
Learning objectives	Talking about birthdays Using ordinal numbers (first, twentieth, and so on)
Grammar	Ordinal numbers (saying when someone's birthday is)
FCSE links	Unit 1 – Relationships, Family and Friends (Family celebrations) Unit 8 – Celebrations (Birthdays)
Learning outcomes ...	
Listening	L 2–4 Listen for pronunciation of dates Understand written and aural dates Understand others describing themselves and their birthdays
Speaking	L 4 Describe members of a fantastical family
Reading	L 1–2 Practise pronunciation of the months Pupils match written dates with numerical dates
Writing	L 3 Write out familiar birthday dates
Key Language	Januar Februar März April Mai Juni Juli August September Oktober November Dezember Ich habe am ...(s)ten ... Geburtstag. Ich habe (heute) Geburtstag.
PLTS	C Creative thinkers
Cross-curricular	Mathematics: dates and months and ordinal numbers

Grammar practice	-
Differentiation	<i>Reinforcement:</i> <i>Extra page 122</i> Übungsheft A, page 18 <i>Extension:</i> <i>Extra pages 122–123</i> Übungsheft B, page 18
Resources	37_Kapitel2_Einheit5_Aufgabe2 38_Kapitel2_Einheit5_Aufgabe4 39_Kapitel2_Einheit5_Aufgabe5 40_Kapitel2_Einheit5_Aufgabe7 Übungsheft 1 A&B, page 18 <i>ActiveTeach:</i> Starter 2 resource p.039 Video: Episode 4 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 2 Familie und Tiere

Einheit 6 pp. 40–41 Speaking Skills: Eine Superfamilie

Programme of Study references	GV2 Grammatical structures (question words) LC1 Listening and responding LC4 Expressing ideas (speaking)
Lesson starters	1 Practise giving information about families using the starter resource <i>Alternative:</i> 2 Practise asking and answering questions about other people using the starter resource
Plenary	Asking and answering questions to identify people using plenary resource
Learning objectives	<ul style="list-style-type: none">• Developing speaking skills• Practising asking and answering questions
Grammar	Question words
FCSE links	Unit 1 – Relationships, Family and Friends (Descriptions)
Learning outcomes ...	
Listening	-
Speaking	L 2–4 Ask and answer questions about a superfamily
Reading	L 3 Review understanding of question words and responses
Writing	-
Key Language	Review language from previous units
PLTS	R Reflective learners
Cross-curricular	Art and design: drawing for description
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 19 <i>Extension:</i> <i>Extra</i> pages 122–123 Übungsheft B, page 19
Resources	Übungsheft 1 A&B, page 19 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource Plenary resource
Key Homework	p43, ex3
Notes	

Stimmt! 1 Kapitel 2 Familie und Tiere**Projektzone 1 pp. 48–49 Frohe Weihnachten!**

Programme of Study references	GV3 Developing vocabulary LC1 Listening and responding LC6 Reading comprehension
Lesson starters	Matching and translating new vocabulary using the starter resource
Plenary	Team fact-checking activity: How is Christmas celebrated in Germany?
Learning objectives	Learning about Christmas Finding out about German traditions
Grammar	-
FCSE links	Unit 8 – Celebrations (Various festivals, Special celebrations)
Learning outcomes ...	
Listening	L 2–3 Introduce vocabulary for Christmas activities Hear about what people do at Christmas
Speaking	L 2 Talk about Christmas
Reading	L 4 Reading comprehension
Writing	L 3–4 Research and create a poster about Christmas markets
Key Language	Review language from previous units
PLTS	I Independent enquirers
Cross-curricular	-
Grammar practice	-
Differentiation	-
Resources	42_Kapitel2_Projektzone1_Aufgabe1 43_Kapitel2_Projektzone1_Aufgabe2 44_Kapitel2_Projektzone1_Aufgabe4 44a_Kapitel2_Projektzone1_Kulturzone <i>ActiveTeach:</i> Starter 1 resource
Homework	
Notes	

Stimmt! 1 Kapitel 2 Familie und Tiere**Projektzone 2 pp. 50–51 Prost Neujahr!**

Programme of Study references	GV3 Developing vocabulary LC5 Speaking coherently and confidently LC6 Reading comprehension
Lesson starters	Practising giving presentations in pairs
Plenary	Giving feedback using plenary resource
Learning objectives	Learning about New Year celebrations Giving a presentation
Grammar	-
FCSE links	Unit 8 Celebrations – (Various festivals, Special celebrations)
Learning outcomes ...	
Listening	L 2–3 Listening to check answers Introduce New Year vocabulary and customs
Speaking	L 3–4 Give a presentation about a festival of your choice
Reading	L 2–4 Read about New Year traditions Reading comprehension
Writing	-
Key Language	Review language from previous units
PLTS	E Effective participators R Reflective learners
Cross-curricular	-
Grammar practice	-
Differentiation	-
Resources	45_Kapitel2_Projektzone2_Aufgabe2 46_Kapitel2_Projektzone2_Aufgabe4 <i>ActiveTeach:</i> Plenary resource
Homework	
Notes	

Stimmt! 1 Kapitel 3 Freizeit – juhu!		
Einheit 1 pp. 54–55 Bist du sportlich?		
Programme of Study references	GV2 Grammatical structures (<i>gern + spielen</i>) GV3 Opinions and discussions	
Lesson starters	1 Finding the odd-one-out using the starter resource 2 Noughts and crosses on verb formation using the starter resource	
Plenary	Battleships about sports using plenary resource <i>Alternative:</i> Use ActiveTeach p.055 Grammar practice to review word order with <i>gern</i>	
Learning objectives	Talking about which sports you play Using <i>gern</i> with the verb <i>spielen</i>	
Grammar	Full paradigm of <i>spielen</i> Using <i>gern/nicht gern</i>	
FCSE links	Unit 1 – Relationships, Family and Friends (Hobbies/free-time activities) Unit 4 – Leisure (Hobbies, Free time/hobbies, Hobbies/activities) Unit 5 – Healthy lifestyle (Activities)	
Learning outcomes ...		
Listening	L 2–3	Introducing sport vocabulary and pronunciation Introducing vocabulary to express opinions
Speaking	L 3	Do a survey on sports pupils like Ask and answer questions about sports pupils like
Reading	L 3	Adding <i>gern</i> or <i>nicht gern</i> to say whether you like doing something or not
Writing	L 2–4	Write about the sports other pupils like Answer questions about sport
Key Language	Was spielst du? Ich spiele ... Badminton Basketball Fußball Wasserball Eishockey Tennis Volleyball Tischtennis Handball Bist du sportlich? Ich bin sehr/ziemlich/nicht sehr sportlich.	
PLTS	I Independent enquirers	
Cross-curricular	Physical Education: information about different sports that pupils take part in	

Grammar practice	<i>Grammatik</i> page 68, exs 1-2
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 124 Übungsheft A, page 26</p> <p><i>Extension:</i> In starter 1 pupils make up their own odd-one-out puzzles Include third person and plurals in ex. 6 <i>Extra</i> pages 124-125 Übungsheft B, page 26</p>
Resources	<p>47_Kapitel3_Einheit1_Aufgabe1 48_Kapitel3_Einheit1_Aufgabe4 Übungsheft A&B, page 26</p> <p><i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.054 Grammar presentation p.054 Flashcards p.055 Exercise 5 grid Plenary resource</p> <p><i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>
Homework	
Notes	

Programme of Study references		GV2 Grammatical structures (irregular verbs and sentence structure) LC3 Conversation LC4 Expressing ideas (writing)
Lesson starters		1 Team chain game to review vocabulary 2 Team aural dominoes using the starter resource <i>Alternative:</i> Use ActiveTeach p.056 Flashcards to review and practise language for leisure activities
Plenary		Class game to work on sentence structure using plenary resource
Learning objectives		Talking about leisure activities Giving your opinion
Grammar		More on using <i>gern</i> Irregular verbs <i>fahren, lesen, sehen</i>
FCSE links		Unit 4 – Leisure (Free time/hobbies, Hobbies/activities)
Learning outcomes ...		
Listening	L 2–4	Introduce vocabulary for leisure activities Practise using and understanding opinions Listen out for adjectives
Speaking	L 3–4	Ask and answer questions using <i>gern</i> Group discussion about opinions
Reading	L4	Reading text carefully to check understanding of irregular verbs
Writing	L3–4	Reply to an email about leisure activities
Key Language		Was machst du gern? Ich fahre Rad. Ich spiele Gitarre. Ich lese. Ich schwimme. Ich fahre Skateboard. Ich mache Judo. Ich sehe fern. Ich tanze. Ich reite. Wie findest du das? Ich finde es ... Es ist ... irre super toll cool gut nicht schlecht okay langweilig nervig

	stinklangweilig furchtbar
PLTS	T Team workers
Cross-curricular	
Grammar practice	<i>Grammatik</i> page 68, ex. 3
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 124 Übungsheft A, page 27 <i>Extension:</i> Encourage pupils to correct the incorrect statements in ex. 5 Encourage pupils use second and third person to pose questions in ex. 6 <i>Extra</i> pages 124–125 Übungsheft B, page 27
Resources	49_Kapitel3_Einheit2_Aufgabe1 50_Kapitel3_Einheit2_Aufgabe3 51_Kapitel3_Einheit2_Aufgabe4 Übungsheft 1 A&B, page 27 <i>ActiveTeach:</i> Starter 2 resource p.056 Flashcards p.057 Grammar presentation p.057 Extension worksheet p.057 Video: Episode 5 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 3 Freizeit – juhu!
Einheit 3 pp. 58–59 In meiner Freizeit

Programme of Study references	GV2 Grammatical structures (word order) LC6 Translation into English LC8 Translation into German
Lesson starters	1 Putting words into correct sentence order 2 A game of bingo with time phrases <i>Alternative:</i> Use ActiveTeach p.058 Flashcards to review and practise language for talking about free time
Plenary	Game of consequences using plenary resource
Learning objectives	Talking about how often you do activities Using correct word order
Grammar	Word order after time expressions
FCSE links	Unit 4 – Leisure (Free time/hobbies)
Learning outcomes ...	
Listening	L 2–3 Understand others talking about leisure activities
Speaking	L 2–3 Carry out a survey about leisure activities Practise word order in sentences using time phrases
Reading	L 2–4 Translation into German and English concentrating on time phrases and sport vocabulary
Writing	L3–4 Write sentences about leisure activities
Key Language	Was machst du in deiner Freizeit? Ich gehe ins Kino. Ich höre Musik. Ich gehe einkaufen. Ich spiele Xbox oder Wii. Ich gehe in den Park. Ich gehe in die Stadt. Ich esse Hamburger oder Pizza. Ich chille. Ich mache Sport. Wann machst du das? Wie oft machst du das? am Abend am Wochenende (sehr/ziemlich/nicht so) oft jeden Tag einmal pro Woche zweimal pro Woche dreimal pro Woche einmal pro Monat
PLTS	C Creative thinkers
Cross-curricular	-

Grammar practice	<i>Grammatik</i> page 69, ex. 4
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 124 Übungsheft A, page 28</p> <p><i>Extension:</i> Continue ex. 2 to find out what pupils like to do most and least Follow up ex. 5 by saying the activities pupils have found <i>Extra</i> pages 124–125 Übungsheft B, page 28</p>
Resources	52_Kapitel3_Einheit3_Aufgabe1 53_Kapitel3_Einheit3_Aufgabe4 Übungsheft 1 A&B, page 28 <i>ActiveTeach:</i> Starter 2 resource p.058 Exercise 1 grid p.058 Flashcards p.059 Thinking skills worksheet p.059 Grammar presentation <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt 1! Kapitel 3 Freizeit – juhu!
Einheit 4 pp. 60–61 Ich bin online

Programme of Study references	GV2 Grammatical structures (sentence structure) LC5 Accurate pronunciation and intonation LC8 Translation into German
Lesson starters	1 Classifying new vocabulary using the starter resource 2 Word-order game using the starter resource <i>Alternative:</i> Use ActiveTeach p.060 Flashcards to review and practise language for talking about mobiles and computers
Plenary	Beat-the-teacher game to make sentences using plenary resource
Learning objectives	Talking about mobiles and computers Talking about the future using the present tense
Grammar	The <i>wir</i> and <i>Sie/sie</i> forms Talking about the future using the present tense + future time phrase
FCSE links	Unit 4 – Leisure (Free time/hobbies)
Learning outcomes ...	
Listening	L 2–3 Listen for pronunciation Introducing vocabulary for online activities
Speaking	L 2–3 Using online vocabulary Work out correct pronunciation Create dialogues based on examples given
Reading	L 4 Understanding online vocabulary and time expressions
Writing	L 3 Translate into German to practise sentence structure and time expressions
Key Language	Was machst du am Computer oder auf deinem Handy? Ich chatte mit Freunden auf Facebook. Ich mache Fotos oder Filme. Ich suche und lese Infos für die Hausaufgaben. Ich simse. Ich lade Musik herunter. Ich sehe Videos. Ich surfe im Internet. Ich spiele Computerspiele. Ich telefoniere mit Freunden. immer manchmal nie jeden Morgen heute morgen am Montag nächste Woche in zwei Wochen

PLTS	C Creative thinkers
Cross-curricular	-
Grammar practice	<i>Grammatik</i> page 69, ex. 5
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 124 Übungsheft A, page 29 <i>Extension:</i> Alternative challenge reading ex. 5 <i>Extra</i> pages 124–125 Übungsheft B, page 29
Resources	54_Kapitel3_Einheit4_Aufgabe2 55_Kapitel3_Einheit4_Aufgabe4 Übungsheft 1 A&B, page 29 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.060 Flashcards p.061 Extension reading activity p.061 Grammar presentation p.061 Video: Episode 6 p.061 Grammar worksheet <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 3 Freizeit – juhu!**Einheit 5 pp. 62–63 Listening Skills: Wir sind Freunde**

Programme of Study references	GV3 Developing vocabulary LC1 Listening and responding LC4 Expressing ideas (speaking)
Lesson starters	1 Mind-mapping vocabulary 2 Pairing activity to review vocabulary using the starter resource
Plenary	Putting together a list of listening strategies
Learning objectives	Developing prediction strategies Understanding longer listening texts
Grammar	-
FCSE links	Unit 1 – Relationships, Family and Friends (Family/friends)
Learning outcomes ...	
Listening	L 2–4 Review sport vocabulary Strategies for understanding longer listening tasks
Speaking	L 3 Review vocabulary to talk about yourself and what you do
Reading	L 3 Strategies for understanding short texts
Writing	L 2 Brainstorming activity and making notes
Key Language	Review language from previous units
PLTS	C Creative thinkers
Cross-curricular	-
Grammar practice	-
Differentiation	<i>Reinforcement:</i> Extra page 124 <i>Extension:</i> Encourage pupils to complete ex. 5 without referring to the word box Extra pages 124–125
Resources	56_Kapitel3_Einheit5_Aufgabe2 57_Kapitel3_Einheit5_Aufgabe4 58_Kapitel3_Einheit5_Aufgabe5 59_Kapitel3_Einheit5_Aufgabe7 60_Kapitel3_Einheit5_Aufgabe8 <i>ActiveTeach:</i> Starter 2 resource
Homework	
Notes	

Stimmt! 1 Kapitel 3 Freizeit – juhu!**Einheit 6 pp. 64–65 Writing Skills: Brieffreunde**

Programme of Study references	GV2 Grammatical structures (various) LC2 Transcription LC4 Expressing ideas (writing)
Lesson starters	1 Brainstorming vocabulary into six categories using the starter resource 2 Highlighting specific grammatical structures using the starter resource
Plenary	Pupils rework five sentences to make them as interesting as possible <i>Alternative:</i> Use ActiveTeach p.065 Class Game to review word order
Learning objectives	Making your writing interesting and varied Writing about your free time
Grammar	-
FCSE links	-
Learning outcomes ...	
Listening	L4 Listening and reading to a longer text
Speaking	-
Reading	L 3–4 Activities to extend vocabulary
Writing	L 2–4 Identify features in a text that can be used in your own work Use different sentence structures to add variety Write about leisure activities
Key Language	Review language from previous units
PLTS	S Self-managers
Cross-curricular	-
Grammar practice	-
Differentiation	<i>Reinforcement:</i> Extra page 124 Übungsheft A, page 30 <i>Extension:</i> Extra pages 124–125 Übungsheft B, page 30
Resources	61_Kapitel3_Einheit6_Aufgabe1 Übungsheft 1 A&B, page 30 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.064 Exercise 4 grid
Key Homework	p67 ex 4
Notes	

Stimmt! 1 Kapitel 3 Freizeit – juhu!
Projektzone pp. 72–73 Ich sammle!

Programme of Study references	GV3 Developing vocabulary LC2 Transcription LC4 Expressing ideas (speaking)
Lesson starters	1 Mind-map ideas and search for German vocabulary 2 Building compound nouns using the starter resource
Plenary	Gap-fill text using plenary resource
Learning objectives	Learning about collections Researching and describing an unusual collection
Grammar	-
FCSE links	Unit 4 – Leisure (Free time/hobbies)
Learning outcomes ...	
Listening	L 2–3 Listen to check answers Strategies to understand long words
Speaking	L 3–4 Talk about collections and opinions
Reading	L 2–3 Encourage careful reading
Writing	L 4 Research and create a poster about an unusual collection
Key Language	Review language from previous units
PLTS	I Independent enquirers
Cross-curricular	Computing: researching information online
Grammar practice	-
Differentiation	-
Resources	63_Kapitel3_Projektzone_Aufgabe2 64_Kapitel3_Projektzone_Aufgabe3 <i>ActiveTeach:</i> Starter 2 resource p.072 Exercise 3 grid Plenary resource
Homework	
Notes	

**Stimmt! 1 Kapitel 4 Schule ist klasse!
Einheit 1 pp. 76–77 Ich mag Deutsch!**

Programme of Study references	GV2 Grammatical structures (word order with <i>weil</i>) LC5 Accurate pronunciation and intonation LC6 Reading comprehension
Lesson starters	1 Vocabulary matching exercise using the starter resource 2 Exploring positive/negative adjectives <i>Alternative:</i> Use ActiveTeach p.076 Flashcards to review and practise language for giving opinions about school subjects
Plenary	Making sentences with <i>weil</i> using plenary resource
Learning objectives	Talking about school subjects Using <i>weil</i> to give reasons and opinions
Grammar	Word order with <i>weil</i>
FCSE links	Unit 2 – Education and Future Plans (School subjects, Opinions)
Learning outcomes ...	
Listening	L 2 Introduce vocabulary for school subjects Review ways of giving opinions
Speaking	L 1–3 Ask and answer questions about subjects you like/dislike Extend dialogues about subjects you like/dislike using <i>weil</i>
Reading	L 1–3 Work on pronunciation Sentence structure with <i>weil</i>
Writing	L 3–4 Write out sentences using <i>weil</i> Write about school subjects that pupils like/dislike
Key Language	Ich mag ... Ich mag ... nicht. Deutsch Englisch Mathe Naturwissenschaften Informatik Erdkunde Geschichte Sport Kunst Musik Theater Technik Mein Lieblingsfach ist ... Ich mag auch ... und ... Ich mag ... sehr. Ich liebe ..., aber ich hasse ... Warum magst du das (nicht)? Ich liebe/mag (Mathe), weil es ... ist. Ich hasse (Mathe)/mag (Mathe) nicht, weil es ... ist.

	einfach faszinierend gut interessant nützlich supercool toll furchtbar langweilig nervig nutzlos schwierig stinklangweilig
PLTS	C Creative thinkers
Cross-curricular	-
Grammar practice	<i>Grammatik</i> page 90, ex. 1
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 37 <i>Extension:</i> <i>Extra</i> pages 126–127 Übungsheft B, page 37
Resources	65_Kapitel4_Einheit1_Aufgabe2 66_Kapitel4_Einheit1_Aufgabe3 67_Kapitel4_Einheit1_Aufgabe5 Übungsheft 1 A&B, page 37 <i>ActiveTeach:</i> Starter 1 resource p.076 Flashcards (1) p.076 Flashcards (2) p.077 Grammar presentation Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 4 Schule ist klasse!
Einheit 2 pp. 78–79 Was und wann?

Programme of Study references	GV2 Grammatical structures (word order) LC4 Expressing ideas (writing) LC6 Translation into English
Lesson starters	1 Making long sentences using the starter resource 2 Pass-the-parcel game to practise telling the time using the starter resource
Plenary	Gap-fill speaking activity on school timetable using plenary resource <i>Alternative:</i> Use ActiveTeach p.079 Class Game to review language for talking about time
Learning objectives	Talking about days and times More about word order
Grammar	Word order with time expressions
FCSE links	Unit 2 – Education and Future Plans (School timetable)
Learning outcomes ...	
Listening	L 1–3 Introduce days of the week Work on aural comprehension of time
Speaking	L 1–3 Ask and answer questions about when you have school subjects
Reading	L 2–3 Word order and time expressions Understand time telling (written and digital) Review ordinal numbers
Writing	L 4 Writing about your (favourite) day at school
Key Language	Sieben Tage in der Woche: Montag Dienstag Mittwoch Donnerstag Freitag Samstag Sonntag Was hast du am Montag? Am Montag/Heute/Morgen habe ich/haben wir Deutsch/Sport/keine Schule. Wie viel Uhr ist es? Es ist acht Uhr. Es ist zehn Uhr zwanzig. Wann hast du/haben wir (Englisch)? Um wie viel Uhr hast du/haben wir (Englisch)? Um (8) Uhr (15). in der ersten/zweiten/dritten Stunde vor der Pause nach der Mittagspause

PLTS	C Creative thinkers
Cross-curricular	Mathematics: telling the (digital) time
Grammar practice	<i>Grammatik</i> page 90, ex. 2
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 38</p> <p><i>Extension:</i> Pupils add more detail to starter 1 sentences Pupils highlight verbs in longer sentences from ex. 2 <i>Extra</i> pages 126–127 Übungsheft B, page 38</p>
Resources	68_Kapitel4_Einheit2_Aufgabe1 69_Kapitel4_Einheit2_Aufgabe5 70_Kapitel4_Einheit2_Aufgabe6 71_Kapitel4_Einheit2_Aufgabe9 Übungsheft 1 A&B, page 38 <i>ActiveTeach:</i> Starter 1 resource p.078 Grammar worksheet p.079 Exercise 6 grid p.079 Exercise 8 grid p.079 Flashcards Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 4 Schule ist klasse!

Einheit 3 pp. 80–81 Lehrer und Lehrerinnen

Programme of Study references	GV2 Grammatical structures (possessive pronouns <i>sein/ihr</i>) LC3 Conversation LC4 Expressing ideas (writing)
Lesson starters	1 Mind-mapping descriptions of teachers using the starter resource 2 Review of masculine/feminine possessive pronouns using the starter resource <i>Alternative:</i> Use ActiveTeach p.080 Flashcards to review and practise language for talking about teachers
Plenary	Describing a teacher for pupils to guess using plenary resource <i>Alternative:</i> Use ActiveTeach p.081 Grammar practice to review <i>sein</i> and <i>ihr</i>
Learning objectives	Describing your teachers Using <i>sein</i> (his) and <i>ihr</i> (her)
Grammar	How to say 'his' and 'her'
FCSE links	Unit 2 – Education and Future Plans (School – teachers)
Learning outcomes ...	
Listening	L 3–4 More on adjectives to describe people Listen to check answers
Speaking	L 4 Make dialogues about teachers
Reading	L 3 Introduce and use <i>sein/ihr</i> to talk about teachers
Writing	L 4 Describe one male and one female teacher
Key Language	freundlich streng jung alt launisch fair Unpünktlich arrogant nervig lustig cool Mein Lehrer/Englischlehrer heißt ... Meine Lehrerin/Deutschlehrerin heißt ... Er/Sie ist ... (zu/sehr/ziemlich/ein bisschen/nicht) ...
PLTS	R Reflective learners
Cross-curricular	-

Grammar practice	<i>Grammatik</i> page 90, ex. 3
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 39 <i>Extension:</i> <i>Extra</i> pages 126–127 Übungsheft B, page 39
Resources	72_Kapitel4_Einheit3_Aufgabe1 73_Kapitel4_Einheit3_Aufgabe4 Übungsheft 1 A&B, page 39 <i>ActiveTeach:</i> Starter 2 resource p.080 Flashcards p.081 Grammar presentation p.081 Video: Episode 7 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 4 Schule ist klasse!		
Einheit 4 pp. 82–83 Im Klassenzimmer		
Programme of Study references	GV2 Grammatical structures (prepositions) LC4 Expressing ideas (writing) LC6 Reading comprehension	
Lesson starters	1 Labelling vocabulary using the starter resource 2 Identifying the accusative using the starter resource <i>Alternative:</i> Use ActiveTeach p.082 Flashcards to review and practise language for classroom objects	
Plenary	Gap-fill writing activity about prepositions using plenary resource	
Learning objectives	Talking about school facilities and rules Using the prepositions <i>in, an, auf, neben</i>	
Grammar	Prepositions of position <i>in, an, auf, neben</i> The irregular verb <i>dürfen</i>	
FCSE links	Unit 2 – Education and Future Plans (School facilities)	
Learning outcomes ...		
Listening	L 2	Introduce classroom vocabulary
Speaking	L 1–3	Understand and use prepositions of place
Reading	L 1–4	Introduce the use of <i>dürfen</i>
Writing	L 4	Practise using <i>dürfen</i> to write tweets about school rules
Key Language	das Klassenzimmer der Tisch der Stuhl der Computer das Whiteboard das Poster das Fenster die Wand die Tür der Korridor in der Schule im Klassenzimmer im Korridor auf dem Tisch an der Wand am Fenster neben der Tür neben dem Computer	
PLTS	C Creative thinkers	
Cross-curricular	-	

Grammar practice	<i>Grammatik</i> page 91, ex. 4
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 40</p> <p><i>Extension:</i> Pupils look for more classroom vocabulary in starter 1 Pupils translate starter 2 resource text into English <i>Extra</i> pages 126–127 Übungsheft B, page 40</p>
Resources	<p>74_Kapitel4_Einheit4_Aufgabe2 75_Kapitel4_Einheit4_Aufgabe3 Übungsheft 1 A&B, page 40</p> <p><i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.082 Grammar presentation p.082 Flashcards p.083 Grammar presentation (1) p.083 Grammar presentation (2) p.083 Video: Episode 8 p.083 Extension worksheet Plenary resource</p> <p><i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>
Homework	
Notes	

Stimmt! 1 Kapitel 4 Schule ist klasse!

Einheit 5 pp. 84–85 Reading Skills: Mein Lieblingstag

Programme of Study references	GV3 Developing vocabulary LC6 Reading comprehension
Lesson starters	1 Sorting vocabulary using the starter resource 2 Using word-families to build vocabulary using the starter resource
Plenary	Highlighting key information and translating text using plenary resource
Learning objectives	Understanding longer reading texts Looking up words you don't know
Grammar	-
FCSE links	-
Learning outcomes ...	
Listening	-
Speaking	-
Reading	L 2–4 Prediction techniques Skimming Focus reading Using a dictionary to categorise and translate given words
Writing	-
Key Language	Review language from previous units
PLTS	S Self-managers
Cross-curricular	-
Grammar practice	-
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 41 <i>Extension:</i> Pupils find out five facts about each character from ex. 2 Further work on dictionary skills and meanings for ex. 3 Alternative challenge reading activity for ex. 4 Develop ex. 4 into further writing, extending sentences and dictionary skills <i>Extra</i> pages 126–127 Übungsheft B, page 41
Resources	Übungsheft 1 A&B, page 41 <i>ActiveTeach:</i> Starter 1 resource p.084 Extension reading activity p.085 Learning skills worksheet Plenary resource

Homework	
Notes	

Stimmt! 1 Kapitel 4 Schule ist klasse!**Einheit 6 pp. 86–87 Speaking Skills: Meine Traumschule**

Programme of Study references	LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently
Lesson starters	1 Matching exercise to review question words using the starter resource 2 Assessing and improving written text using the starter resource
Plenary	Reading out loud to improve pronunciation using plenary resource
Learning objectives	Talking at length about a topic Improving your pronunciation
Grammar	-
FCSE links	Unit 2 – Education and Future Plans (School facilities)
Learning outcomes ...	
Listening	L 2 Use audio to work on pronunciation of tongue-twisters
Speaking	L 2–4 Work on pronunciation using tongue-twisters Discuss a dream school Review ways of asking questions Review strategies to vary interest in work Giving a presentation about a dream school
Reading	-
Writing	L 4 Prepare questions
Key Language	-
PLTS	E Effective participators
Cross-curricular	-
Grammar practice	-
Differentiation	<i>Reinforcement:</i> Extra page 126 Übungsheft A, page 41 <i>Extension:</i> Pupils answer the questions from starter 1 Extra pages 126–127 Übungsheft B, page 41
Resources	76_Kapitel4_Einheit6_Aufgabe2 Übungsheft 1 A&B, page 41 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource
Key Homework	p89, ex 4
Notes	

Stimmt! 1 Kapitel 4 Schule ist klasse!

Projektzone pp. 94–95 Sonne, Mond und Erde

Programme of Study references	GV3 Developing vocabulary LC4 Expressing ideas (writing) LC6 Reading comprehension
Lesson starters	1 Write down and share facts about the solar system 2 Read text and complete gap-fill vocabulary exercise using the starter resource
Plenary	Peer assessment of written work about the solar system using plenary resource
Learning objectives	Finding out about the solar system Making a display about the solar system
Grammar	-
FCSE links	-
Learning outcomes ...	
Listening	L 1 Pronunciation of planet names
Speaking	L 1–2 Peer evaluation of speaking and writing using planet names
Reading	L 2–3 Read about the solar system More on writing numbers
Writing	L 1–4 Write, design and produce a poster about the solar system
Key Language	Review language from previous units
PLTS	E Effective participators
Cross-curricular	Science: astronomy
Grammar practice	-
Differentiation	<i>Extension:</i> Pupils extend word-families <i>Sonne, Mond and Erde</i> from ex. 1 Pupils memorise and transcribe the mnemonic from ex. 3 as a follow-up to ex. 6 Pupils make up their own mnemonic to remember the names and order of the planets from ex. 3 as a follow-up to ex. 6
Resources	78_Kapitel4_Projektzone_Aufgabe5 <i>ActiveTeach:</i> Starter 2 resource Plenary resource
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!
Einheit 1 pp. 98–99 In der Stadt

Programme of Study references	GV2 Grammatical structures (<i>es gibt + ein/kein</i>) LC1 Listening and responding LC6 Reading comprehension
Lesson starters	1 Categorising new vocabulary using the starter resource 2 Highlighting things a town does/does not have in written text using the starter resource <i>Alternative:</i> Use ActiveTeach p.098 Flashcards to review and practise language for places in town
Plenary	Gap-fill exercise using plenary resource
Learning objectives	Saying what there is/isn't in a town Using <i>es gibt + ein/kein</i>
Grammar	Sentences with <i>es gibt ...</i> Negative sentences with <i>kein</i>
FCSE links	Unit 7 – Local Area and Environment (Facilities)
Learning outcomes ...	
Listening	L 1–3 Introduce vocabulary for buildings in a town Understand the structures <i>es gibt + ein/kein</i>
Speaking	L1–4 Use the structures <i>es gibt + ein/kein</i> to talk about a town Give a presentation about a town
Reading	L 2–4 Translate compound nouns into German Focus reading of longer text to extract specific information
Writing	L 1 Work with compound nouns
Key Language	der Bahnhof der Park der Marktplatz die Kirche die Imbissstube die Kegelbahn das Kino das Schwimmbad das Schloss Es gibt einen/keinen ... Es gibt eine/keine ... Es gibt ein/kein ...
PLTS	C Creative thinkers
Cross-curricular	Geography: town planning

Grammar practice	<i>Grammatik</i> page 112, exs 1–2 (page 91, ex. 5)
Differentiation	<i>Reinforcement:</i> <i>Extra</i> page 128 Übungsheft A, page 48 <i>Extension:</i> Highlight adjectives, connectives, etc. in starter resource 2 <i>Extra pages</i> 128–129 Übungsheft B, page 48
Resources	79_Kapitel5_Einheit1_Aufgabe3 80_Kapitel5_Einheit1_Aufgabe4 81_Kapitel5_Einheit1_Aufgabe7 82_Kapitel5_Einheit1_Aufgabe8 Übungsheft 1 A&B, page 48 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.098 Grammar presentation p.098 Flashcards p.099 Video: Episode 9 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!		
Einheit 2 pp. 100–101 Wir gehen einkaufen!		
Programme of Study references		GV2 Grammatical structures (<i>möchten</i> with the infinitive) LC2 Transcription LC3 Conversation (using modes of address)
Lesson starters		1 Bingo game with larger numbers using the starter resource 2 Noughts and crosses game with souvenir vocabulary using the starter resource <i>Alternative:</i> Use ActiveTeach p.100 Flashcards to review and practise language for souvenirs
Plenary		Snakes and ladders board game reviewing lesson objectives using plenary resource
Learning objectives		Saying what souvenirs you want to buy Using <i>ich möchte</i> to say what you would like
Grammar		<i>möchten</i> with the infinitive
FCSE links		Unit 4 – Leisure (Around town)
Learning outcomes ...		
Listening	L 2–4	Introduce souvenir vocabulary Review numbers and prices Introduce <i>ich möchte</i>
Speaking	L 3	Create dialogues about prices of souvenir objects Chain memory game about objects to buy
Reading	L4	Use <i>ich möchte</i> in the third person Extract specific vocabulary from source text
Writing	L 3–4	Write a dialogue about shopping to perform Answer questions about shopping
Key Language		der Kuli der Schlüsselanhänger der Aufkleber die Tasse die Postkarte die Kappe das Freundschaftsband das Trikot das Kuscheltier Ich möchte ... (kaufen). Du möchtest ... (kaufen). Er/Sie möchte ... (kaufen).
PLTS		T Team workers
Cross-curricular		-

Grammar practice	<i>Grammatik</i> page 112, exs 3-4
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 128 Übungsheft A, page 49</p> <p><i>Extension:</i> More able pupils can take the role of caller in starter 1 Alternative challenge writing activity for ex. 8 <i>Extra</i> pages 128-129 Übungsheft B, page 49</p>
Resources	83_Kapitel5_Einheit2_Aufgabe2 84_Kapitel5_Einheit2_Aufgabe4 Übungsheft 1 A&B, page 49 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.100 Flashcards p.101 Extension writing activity p.101 Extension worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!

Einheit 3 pp. 102–103 Mmm, lecker!

Programme of Study references	GV3 Developing vocabulary GV3 Opinions and discussions LC6 Reading comprehension
Lesson starters	1 Ordering numbers using the starter resource 2 Building compound nouns using the starter resource <i>Alternative:</i> Use ActiveTeach p.102 Flashcards to review and practise language for drinks and snacks
Plenary	Building a long conversation about buying drinks and snacks
Learning objectives	Buying snacks and drinks More practice with euros and cents
Grammar	<i>Man kann</i> with the infinitive
FCSE links	Unit 6 – Food and Drink (Food/drink vocabulary items, Eating out)
Learning outcomes ...	
Listening	L 2–4 Listen to check answers Make notes on what people want to buy and how much it costs Listen for prices and add them up
Speaking	L 4 Create dialogues about buying snacks following given example
Reading	L 1–4 Match prices to photos of snacks Understand what people like to eat and drink Work out the meaning of words including compound nouns
Writing	L 1 Copy food items
Key Language	Was möchtest du? Was möchten Sie? Etwas zu essen? Etwas zu trinken? Ich möchte ... Ich hätte gern ... einmal Bratwurst (mit ...), bitte zweimal ... dreimal ... der Hamburger der Tee die Bratwurst die Cola die Pizza die Pommes das Eis das Mineralwasser
PLTS	C Creative thinkers

Cross-curricular	Mathematics: numbers, prices and addition
Grammar practice	-
Differentiation	<p><i>Reinforcement:</i> <i>Extra</i> page 128 Übungsheft A, page 50</p> <p><i>Extension:</i> In the plenary, ban pupils from using the same phrase twice <i>Extra</i> pages 128–129 Übungsheft B, page 50</p>
Resources	85_Kapitel5_Einheit3_Aufgabe2 86_Kapitel5_Einheit3_Aufgabe3 87_Kapitel5_Einheit3_Aufgabe4 Übungsheft 1 A&B, page 50 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.102 Flashcards <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!

Einheit 4 pp. 104–105 In den Sommerferien

Programme of Study references	GV1 Tenses (forming the future using <i>werden</i>) LC5 Speaking coherently and confidently LC8 Writing creatively
Lesson starters	1 Classifying sports and working out new vocabulary using the starter resource 2 Putting sentences into correct word order using the starter resource <i>Alternative:</i> Use ActiveTeach p.104 Flashcards to review and practise language for holiday activities
Plenary	Presenting a celebrity holiday in the first person using plenary resource for feedback
Learning objectives	Talking about holiday plans Using <i>werden</i> to form the future tense
Grammar	Using <i>werden</i> + infinitive
FCSE links	Unit 3 – Holidays and Travel (Holidays, activities)
Learning outcomes ...	
Listening	L 4–5 Introduce the use of <i>werden</i> to form the future Understand people talking about holiday plans
Speaking	L 4–5 Create dialogues about summer holiday plans using <i>werden</i> to form the future Prepare and give a presentation about holiday plans
Reading	L 5 Gap-fill exercise to complete source text
Writing	L 3–5 Practise the use of <i>werden</i> to form the future to write sentences about holiday plans Answer questions about source text Write about your holiday plans
Key Language	Was wirst du in den Sommerferien machen? Ich werde ... Wir werden ... segeln klettern an den Strand gehen wandern im See baden tauchen windsurfen rodeln im Meer schwimmen In den Sommerferien werde ich mit ... Wir werden ... nach ... fahren Wir werden ... Wochen bleiben Wir werden ... und auch ... Dort gibt es ... und ..., aber kein ... Man kann dort ... und ...

	Am Montag/Freitag ... Ich möchte auch ...
PLTS	E Effective participators
Cross-curricular	Geography: countries around the world
Grammar practice	<i>Grammatik</i> page 113, exs 6–7
Differentiation	<i>Reinforcement:</i> Extra page 128 Übungsheft A, page 51 <i>Extension:</i> Introduce rogue sports categories to starter 1 so that pupils need to devise their own groupings In starter 2 pupils make up their own sentences using <i>werden</i> and test their partners Alternative challenge reading activity ex. 4 Level 5 Extra pages 128–129 Übungsheft B, page 51
Resources	88_Kapitel5_Einheit4_Aufgabe1 89_Kapitel5_Einheit4_Aufgabe6 Übungsheft 1 A&B, page 51 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.104 Grammar worksheet p.104 Exercise 1 grid p.104 Grammar presentation p.104 Flashcards p.105 Learning skills worksheet p.105 Video: Episode 10 p.105 Exercise 6 grid p.105 Extension reading activity Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!	
Einheit 5 pp. 106–107 Listening Skills: Auf geht's!	
Programme of Study references	GV3 Developing vocabulary LC1 Listening and responding
Lesson starters	1 Group activity to think of high-frequency words 2 Listening to spoken text to identify high-frequency words
Plenary	Aural dominoes using plenary resource
Learning objectives	Understanding longer, more varied spoken texts Focusing on high-frequency words
Grammar	-
FCSE links	Unit 7 – Local Area and Environment (Facilities)
Learning outcomes ...	
Listening	L 4–5 Listen carefully for particular words Answer multiple-choice questions about a town Pick out detail from extended listening about a town Listen for differences between written and audio text
Speaking	-
Reading	-
Writing	L 3–4 Make short sentences from one long sentence to focus on high-frequency words Write and transcribe sentences
Key Language	Review language from previous units
PLTS	S Self-managers
Cross-curricular	Geography: towns and tourism
Grammar practice	-
Differentiation	<i>Reinforcement:</i> Pupils read out partner's sentences from ex. 5 <i>Extra</i> page 128 Übungsheft A, page 52 <i>Extension:</i> <i>Extra</i> pages 128–129 Übungsheft B, page 52
Resources	90_Kapitel5_Einheit5_Aufgabe2 91_Kapitel5_Einheit5_Aufgabe3 92_Kapitel5_Einheit5_Aufgabe4 93_Kapitel5_Einheit5_Aufgabe6 94_Kapitel5_Einheit5_Aufgabe7 Übungsheft 1 A&B, page 52 <i>ActiveTeach:</i> Plenary resource
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!	
Einheit 6 pp. 108–109 Writing Skills: Willkommen!	
Programme of Study references	GV3 Developing vocabulary LC2 Transcription LC8 Writing creatively
Lesson starters	1 Making sentences more interesting by adding adjectives using the starter resource 2 Compiling a checklist for good writing using the starter resource
Plenary	Using the checklist prepared in starter 2 or a peer-assessment grid (plenary resource) pupils peer assess a given piece of text
Learning objectives	Writing at length about a topic Adapting a model
Grammar	-
FCSE links	Unit 7 – Local Area and Environment (Facilities)
Learning outcomes ...	
Listening	L 1–5 Listen to check and transcribe additional adjectives Work on construction of longer sentences
Speaking	-
Reading	L 4–5 Reading comprehension about a town Peer assess written work from ex. 6 using checklist
Writing	L 2–5 Create sentence starters to add variety to writing Review ways of adapting a model Write about holiday plans
Key Language	Review language from previous units
PLTS	T Team workers
Cross-curricular	Geography: tourism
Grammar practice	-
Differentiation	<i>Reinforcement:</i> Extra page 128 Übungsheft A, page 52 <i>Extension:</i> Extra pages 128–129 Übungsheft B, page 52
Resources	95_Kapitel5_Einheit6_Aufgabe2 96_Kapitel5_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 52 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource Plenary resource
Key Homework	p111, ex 5
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!**Projektzone 1 pp. 116–117 Infos für Touristen**

Programme of Study references	LC3 Conversation (dealing with the unexpected) LC5 Speaking coherently and confidently LC8 Writing creatively
Lesson starters	1 Brainstorming features of a good brochure using authentic texts 2 Collecting key words from authentic texts (holiday brochures)
Plenary	Peer assessment of brochures using criteria established in starter 1
Learning objectives	Researching German-speaking places Creating a tourist brochure
Grammar	-
FCSE links	Unit 3 – Holidays and Travel (Destination, Activities)
Learning outcomes ...	
Listening	L 2–4 Review sentence starters to add variety Compare a model talk about Wien/Baden-Baden with your own Look at more examples of holiday brochures
Speaking	L 3–5 Practise spontaneous speaking Strategies for dealing with the unexpected Carry out an interview about one of the towns/areas listed
Reading	
Writing	L 4–5 Create a tourist brochure
Key language	Review of language from previous units
PLTS	I Independent enquirers
Cross-curricular	Geography: tourism in German-speaking places
Grammar practice	-
Differentiation	-
Resources	99_Kapitel5_Projektzone1_Aufgabe1 100_Kapitel5_Projektzone1_Aufgabe3 101_Kapitel5_Projektzone1_Aufgabe4 <i>ActiveTeach:</i> p.116 Exercise 1 grid
Homework	
Notes	

Stimmt! 1 Kapitel 5 Gute Reise!**Projektzone 2 pp. 118–119 Lass uns spielen!**

Programme of Study references	LC1 Listening and responding LC3 Conversation
Lesson starter	1 Revise key vocabulary used in the board game 2 Working out the meaning of new phrases needed for playing board games
Plenary	Peer assessment of board games
Learning objectives	<ul style="list-style-type: none"> Using familiar language in a new context Creating your own board game
Grammar	-
FCSE links	-
Learning outcomes ...	
Listening	L 2–3 Match audio to board-game spaces Check answers
Speaking	L 3–5 Create sentences and read out loud using visual/written stimuli Play the board game in groups
Reading	L 2–3 Match English instructions to German written/visual stimuli
Writing	L 3–5 Write down response based on a visual stimulus Create a board game
Key language	Review language from previous units
PLTS	E Effective participators
Cross-curricular	-
Grammar practice	-
Differentiation	-
Resources	102_Kapitel5_Projektzone2_Aufgabe2 103_Kapitel5_Projektzone2_Aufgabe4
Homework	
Notes	