

Schuleigenes Curriculum

für die

Stadtschule Travemünde

Schuljahrgänge 3-4

Englisch

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Schulinternes Fachcurricula

Im Folgenden wird das schulinterne Fachcurriculum dargestellt. Aufgabe dessen ist es, die Kompetenzen und Inhalte über die einzelnen Jahrgangsstufen hinweg aufzubauen. Es bildet die Planungsgrundlage für den Fachunterricht und enthält die konkreten Beschlüsse über:

- anzustrebende Kompetenzen für die einzelnen Jahrgangsstufen
- Schwerpunktsetzungen, die Verteilung und Gewichtung von Unterrichtsinhalten und Themen
- fachspezifische Methoden
- angemessene mediale Gestaltung des Unterrichts
- Diagnostik, Differenzierung und Förderung, Leistungsmessung und Leistungsbewertung
- Einbeziehung außerunterrichtlicher Lernangebote und Ganztagsangebote

Übergeordnete Ziele und didaktische Leitlinien des Fremdsprachenunterrichts in der Grundschule

Übergeordnete Ziele:

Der Englischunterricht in der Grundschule verfolgt das Ziel, den Schülerinnen und Schülern eine erste, grundlegende Auseinandersetzung mit der englischen Sprache zu ermöglichen. Dies geschieht in einer spielerischen, handlungsorientierten und alltagsnahen Weise, um die Kinder für die Sprache zu begeistern und ihre Neugier zu wecken.

Die wichtigsten übergeordneten Ziele sind:

- Sprachliche Kompetenz
- Kommunikative Fähigkeiten
- Interkulturelle Sensibilisierung
- Lernfreude und Motivation

Didaktische Leitlinien:

Der Englischunterricht beinhaltet in den Grundschulen in Schleswig-Holstein verbindliche Leitlinien, welche sich von den wesentlichen Entwicklungen des Unterrichts ableiten und durch fachdidaktische Erkenntnisse begleitet werden:

- Funktionale Einsprachigkeit
- Mündlichkeit
- Integrative Spracharbeit
- Funktionale Fehlertoleranz
- Themenorientiertes Arbeiten
- Handlungsorientiertes Arbeiten

- Texte und (digitale) Medien
- Lebenslanges Sprachenlernen

Beschreibung des IST-Zustandes (Stand: Schuljahr 2024/25)

Die Fachschaft findet sich planmäßig einmal pro Schulhalbjahr zusammen, um den aktuellen Stand zu besprechen. Der Englischunterricht findet in den Jahrgängen 3 und 4 statt. Dieser wird durch ein Lehrwerk begleitet. Hierfür nutzt die Grundschule das Lehrwerk Playway aus dem Klett Verlag. Dieses ist unterteilt in ein pupils book und activity book. Es wird jeden Schüler:innen ein activity book ausgehändigt. Die Nutzung des pupils book obliegt der jeweiligen Lehrkraft in ihrem Ermessen. Fachbezogene Differenzierungsmaßnahmen stehen zur Verfügung. Es können Förder- und Forderhefte des activity books für jeweilige Schüler:innen genutzt werden. Des Weiteren enthält das Lehrwerk ein Superstarheft, welches vorzugsweise für das Lernen zuhause gedacht ist. Der Gebrauch ist optional. Für die jeweiligen Jahrgänge stehen außerdem CDs, DVDs, word/picture cards, story pictures und Poster zur Verfügung. Diese Materialien sind für jede Fachkraft im Englischschrank des Lehrerzimmers zugänglich und thematisch geordnet. Eine genaue Einteilung des zeitlichen Ablaufs ist im schuleigenen Arbeitsplan für die Jahrgänge 3 und 4 einzusehen.

Organisation der Fachkonferenzarbeit

Die Fachkonferenz entwickelt einen schuleigenen Arbeitsplan, der die rechtlichen Grundlagen sowie die fachspezifischen Vorgaben des Kerncurriculums berücksichtigt. Dieser Arbeitsplan wird regelmäßig überprüft und weiterentwickelt, um die Qualität des Fachunterrichts kontinuierlich zu sichern und zu verbessern. Die im Lehrwerk enthaltenen Themen und Unterrichtseinheiten unterstützen die Schülerinnen und Schüler dabei, die erforderlichen Kompetenzen zu erwerben. Ergänzend dazu werden eigene Materialien, die im Englischschrank im Lehrerzimmer aufbewahrt werden, eingesetzt.

Die Fachkonferenz hat einstimmig beschlossen, das Lehrwerk Playway – Englischunterricht ab Klasse 3 des Klett Verlags zu verwenden. Um den spielerischen Ansatz des Englischunterrichts in der Grundschule zu fördern, werden Materialien mit einem hohen Aufforderungscharakter (Spiele, Lieder, Reime, gestaltete Arbeitsblätter etc.) ausgewählt. Im schuleigenen Arbeitsplan werden auch fachübergreifende und fächerverbindende Hinweise aufgeführt. Die Lehrkräfte sollten größtenteils Englisch als Unterrichtssprache verwenden, um den Schülern ein gutes Sprachvorbild zu bieten. Da im Englischen die Aussprache häufig vom Schriftbild abweicht, ist der Einsatz von Bildwörterbüchern (Picture Dictionaries) und Wörterlisten erst dann sinnvoll, wenn das Klangbild eines Wortes gut gefestigt ist. Ein Bildwörterbuch zur Selbsterstellung befindet sich im Activity Book, und eine Englisch-Deutsch-Wörterliste ist im Pupil's Book enthalten. Die Fachleitung informiert die Lehrkräfte regelmäßig über Fortbildungsangebote im Fachbereich Englisch.

Klasse 3

Unit/ Thema;	Kernwortschatz	Redemittel	Verfahren/ Methoden/ Material	Mögliche fächerübergreif ende Bezüge
Starter – What’s your name?	one, two, three, four, five, six	What’s your name? – My name is.../I’m...; Hello/Hi, I’m...; How are you?/How do you do? – I’m good, thanks./I’m fine./I’m okay./I’m feeling bad.; Good morning; Goodbye.	Lieder; englische Vornamen aussuchen; Activity/Pupil’s Book; Cartoon Story; Film: I’m Max; Minidialoge/Rollen- spiele	SU: Flaggen, Europa
Unit 1 – Hello	orange, green, blue, yellow, grey, red, pink, white, black, brown, one, two, three, four, five, six, seven, eight, nine, ten	Hello again; All right; Come on!; What colour is it?/What is your favourite colour?/What colour is the skateboard/teddy/computer/car/mountain bike/ T-shirt?; It’s (pink) and (brown)./My favourite colour is... A (red) bike/car for (Linda). Give me (red); Here you are; The (red) pencil, please; This is my friend (Philip); What’s your telephone number? – My telephone number is...; (Mary)’s telephone number is... Colour number (one) (green).	Lied/Partnerarbeit/Spie l „I spy with my little eye something (red)!“; Activity/Pupil’s Book; Arbeitsblätter aus dem Eng.-Ordner; Film: Mr Matt Hello; Film: The planet oft he good people; Rollenspiel; Cartoon Story	Kunst: Farbkreis
Unit 2 – School	pencil case, pen, pencil, coloured pencil, ruler,	Can I have the/a (ruler), please; Here you are; Thank you; Baby face; Sit down; (In my schoolbag), there’s a/an/one (blue) (book); There are (two) (red)	Lied/Partnerarbeit/ Minidialoge; Activity/Pupil’s Book;	

	rubber, glue stick, scissors, folder, book, schoolbag, chair, desk	(pencils) (on the desk); It's picture number (one); What's in your schoolbag? Stand/Get up; Open/Close your book; Draw a mouse; Colour the mouse; Take a pencil; Listen; Point at the pencil case; On the desk, there are...; My schoolbag is cool; It's (red) and (green); In my schoolbag/pencil case, there's a/ there are...	Arbeitsblätter aus dem Eng.-Ordner; Film: Mia and Mike: A special guest;	
Unit 3 – Animals	monkey, bat, elephant, fox, lion, bird, frog, hippo, snake, rat, crocodile eleven, twelve, thir-/ four-/ fif-/ six-/ seven-/ eigh-/ nineteen, twenty	What is it?; Is it the (crocodile)? – Yes, it is./ No, it isn't. How many (brown) (snakes) are there? Listen to the (animals); What a wonderful song; Come on, sing and dance with me. I like/ I don't like (frogs). In my crazy zoo; This is my super zoo; Come and see it – it's for you; but there are no (dogs)	Lied; Cartoon Story; Activity/Pupil's Book Minidialoge/ Rollenspiele; Reim; Film: At the wildlife park;	Kunst/Su: Tiere
Special days: Thanksgiving (optional)	Thanksgiving (Day); harvest, turkey, pumkin (pie)		Pupil's Book;	
Special days: Christmas (optional)	Christmas, stocking, biscuits, Father Christmas, present, crackers	We wish you a Merry Christmas and a Happy New Year!	Pupil's Book; Cartoon Story; Rollen- spiel; Lied; Film: Father Christmas is lost;	Musik: Weihnachtslieder aus verschiedenen Ländern

Unit 4 – Clothes	woolly hat, cap, pullover, jeans, trainers, T-shirt, mittens, boots, jacket, skirt, socks, tights, shoes	Do you like the (cap)? – Yes, I do./ No, I don't. A (blue) (cap), please; Here you are; I like/ don't like it. Take it off. This (cap) is nice. Put it on. Yeah. It's cool. I'll take it. It's cold outside. Put on your (jacket). OK, let's go. Let's go inside. It's hot in here. Take off your (mittens). Ah, that's better. Who is it? Her/His (cap) is (pink) and her/his (jeans) are (red). It's (Anna). I like/ don't like my (blue) (jacket) (Susan) is wearing a (blue) (skirt). Her/His (T-shirt) is/ (trainers) are (white). What about T-shirt number (one)? Do you like it? Yes, I do./ No, I don't. In our group, (two) kids like T-shirt number (one).	Film: Mr Matt: The T- shirt; Film: The woolly hat; Cartoon Story; Lied/Rollenspiele; Koffer mit Kleidung ; Activity/Pupil's Book;	
Unit 5 – Family	brother, sister, mum, dad, aunt, uncle, grandma, grandpa	This is me. This is my brother/sister... I think (Alisha)'s family is number (one). I think so too./I don't think so. The clever raccoons are helpful/strong. Oh, here they come, a bushy tail and two small ears, a funny face and a black nose. That's (Ronnie). He's Rosie's brother. My mum, my two sisters and me. This is my (family). My name is (Tom). I'm (8) years old. I've got (a brother) and (a sister). His name is (David) and her name is (Barbara)./ Their names are...	Film: Mona's familiy; Lied; Cartoon Story; Film: Mia & Mike: Families; Rollenspiel; Activity/Pupil's Book;	Werken: Falten (Frösche) SU: Familie; Zeit vergeht;
Unit 6 – Body	hand, arm, shoulder, head, ear, hair, eye, nose, mouth, tooth/teeth, finger, knee, toe, leg, foot/feet	Bend your knees. Touch your toes/nose/hair/chair/the sky. Clap your hands. Shake your fingers/head. Stamp your feet. Jump up high. Grow and grow. Simon says. Now jump! Con on, lazy! Let's rock. Listen everybody, get ready for the rock. Come on, shake your body to the beat; shake, from head to toes. Boys and girls, join in, please. What's the problem/matter? My (tummy) hurts. I feel sick. Have a cup of tea. Let's go to the doctor's/dentist's. Dialogue 1 is picture number... (His) (eyes) are (brown). (He)'s got (five) (legs). Let's play a game. What's (his) name?	Lieder (zusätl.: "Head, shoulders, knees and toes"); Film: Mr Matt: Mr Matt keeps fit; Rollenspiel; Mini- dialoge; Activity/Pupil's Book;	SU: Der Körper/ die Gelenke

		My monster has got (three) (teeth).		
Special days: Easter (optional)	Easter bunny, Easter eggs, hot cross buns, bilby, chocolate	Easter bunny, come along. It's time to come along. It's time for Easter eggs. Yellow, red and blue. It's time for you.	Pupil's Book; Lied; Story telling;	
Unit 7 – Weather	rain, snow, cloud, fog, wind, sun, It's raining/ snowing/cloudy/ foggy/windy/ sunny; Monday/ Tuesday/ Wednesday/ Thursday/ Friday/ Saturday/ Sunday spring, summer, autumn, winter	A cap on a cat/dog/rabbit/frog. Rain, snow or sun, caps are always fun. Peter Frog likes the fog. Hippo Jane likes the rain. Penguin Joe likes the snow. Lion Scott likes it hot. And Stuart, our crazy dog, likes sun and rain and snow and fog. The (frog)'s name is Peter. What's your favourite season? On (Monday), it's (cloudy). On (Tuesday), there's... it looks like gold. Oh, yeah, the weather's crazy, that's true. You never, never know. What was your favourite day last week? What is/was the weather like (in/on...)? My favourite day was... morning, afternoon	Lieder; Cartoon Story; Film: On Fruit Island; Rollenspiele; Activity/Pupil's Book; Zeitung: Wettervorhersage	SU: Das Wetter, der Kalender (Wochentage, Monate, Jahreszeiten) Kunst: jahreszeitl. Theman
Unit 8 – Time to eat	pear, yoghurt, rice, chicken, apple, chips, fish, tomato, soup, muesli bar, cheese, sandwich, orange, broccoli, carrots, egg, peas, potatoes milk, tea, coffee, orange juice, mineral water, hot chocolate	Can I have the (carrots), please? Here you are. Thank you. Lot's of spaghetti/chicken on a big, big plate. With butter and cheese/ ketchup and chips. Spaghetti/chicken is great. (Lucy)'s lunch box is number (one). I've got (a carrot) in my lunch box. Have you got (an apple)? Yes, I have./ No, I haven't. Good morning. I'm hungry. What's for breakfast? Can I have some (orange juice)? I like/don't like (tomatoes). My favourite (lunch) is (tomato soup). My number 2 favourite lunch is...; In my favourite lunch box, there are (two) (muesli bars) (Helen) would like some (milk). Here's your lunch box. Thank you. Ah, I've got...	Film: Mr. Matt: What's for breakfast?; Film: Mia & Mike: What's for lunch?; Rollenspiel; Activity/Pupil's Book	Kunst: Speisekarten gestalten SU: Landeskunde – unterschied. Frühstücke; gesunde Ernährung Mathematik: Einkaufen/ Rechnen mit Geld

Unit 9 – On the farm	horse, cow, pig, hen, sheep, dog, rabbit, cat, duck, bee, earthworm big – small	I like/don't like (pigs). Yes, (rabbits) are nice. (In picture 1), there is one small/big horse. There are (three) small/big (dogs). Hens lay eggs. Cows give milk. Bees make honey. Lots of eggs/milk/honey. Eddie is the king of the garden. Eddie, everybody loves you. (Hens) can/can't (fly). It/The animal can/can't fly/swim/lay eggs/give milk/make honey/eat grass/climb trees. What is it? Oliver, the sheep, can sing/jump up high/eat spaghetti. But Oliver can't fly. It/He/She/They can/can't (draw). On my farm there is/are...	Activity/Pupil's Book; Film: Eddie, the earthworm; Cartoon Story; Reim/Lied; Rollenspiel;	Musik: Old Mac Donald

Klasse 4

Unit/ Thema;	Kernwortschatz	Redemittel	Verfahren/ Methoden/ Material	fächerüber- greifende Bezüge
Starter – School is cool		You're in bed. And you wake up. You check your watch. It's time to get up. Oh, what a lovely morning. It's time to go to school. School is cool. Wash your face. Put on your clothes. Have a glass of milk. Take your bag and off you go. I've got a new computer game. Can you come to my place?	Lied; Cartoon Story; Activity/Pupil's Book; Film: Clever Joe;	SU: Redeanlass "Schul- und Klassenge- meinschaft"
Unit 1 – Pets and other animals	hamster, cat, spider, fish, dog, guinea pig, pony, rabbit, tortoise, mouse, snake, budgie	What's number (one)? I think number (one) is ... There are (five) (cats). I've/He's/She's/We've/They've got a (mouse). It's (two) years/months old. It's picture number (one). I haven't got a pet. My grandma has got a budgie. It's yellow and green. Mice. I like their little ears/feet/teeth. Yes, little mice are really nice! My mum/dad hates mice. I give them cheese/rice. I think number 1 is a... I think so too./ I don't think so. Number 1 is a... Have you got a pet, (Natalie)?	Film: The story so far; Lied; Minidialoge; Cartoon Story; Activity/Pupil's Book	SU: Haustiere
Unit 2 – In town ¹	zoo, hospital, museum, cinema, supermarket, bus stop, train station, library, hotel, post office, swimming pool, sweet shop, restaurant, school, playground, park, turn left/right, go straight on, go across, next to, opposite	What's number (five)? Is it the (train station)? I think it's the (supermarket). Yes, it is./ No, it isn't. Turn left. Go straight on. Turn right. Go across the bridge. Excuse me, please. Where's the (cinema)? (John's) house is on the left/right side of the street. It's at the end of the street. Where's the park? That's easy. Turn left. Go straight across the bridge. Turn right. Thanks a lot. All right. Excuse me, please. The (post office) is on (Green Street). The (school) is next to the (post office). The (hospital) is opposite the (museum). Number (one) is true/false. My house is on King's street. It's opposite the playground.	Partnerarbeit; Action Story; Film: Mia and Mike in London; Activity/Pupil's Book;	SU: Kartenarbeit, europäische Hauptstädte, unser Wohn- ort
Unit 3 –	January,	My birthday's not in (January), in (February) or (March). It isn't in	Film: Mr Matt: Daisy's	Kunst:

Birthdays	February, March, April, May, June, July, September, October, November, spring, summer, autumn, winter, birthday	(October) or even in (November). Remember, remember, my birthday's in December. (Sandra), is your birthday in spring/summer/autumn/winter? Is it in (September)? Yes, it is./ No it isn't. Let's have a (monster) party for (Helen). Great idea. I can bring (orange can bring ice cream/Cds. Great. Cool. What's his/her name? When is his/her birthday? It's my (friend's) birthday tomorrow. I want that T-shirt, please. Invitation (number 1) is for the (beach party). My birthday presents. A book/ball, Cds, a car/birthday cake/golden star/camera/happy cow, that's what's on my table now.	birthday; Action Story; Partner/Gruppenarbeit; Activity/Pupil's Book; Lied;	Geburtstags- kalender gestalten SU: Das Jahr
Unit 4 – Shopping	ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred, raven, piggy bank, magazine, sweets, umbrella	How much are the green shoes? They're... (A hundred) big black ravens are flying after you. They want to steal your piggy bank. So this is what you do. You pull a face/shake your fist/shout, "No way!" and ten fly away. (twenty) pence, (five) pounds How much is the...? It's... And this... How much is it? How much are the...? They are 34p. They're... Here you are. Thank you. Bye. That's..., please. I often go shopping with my mum/dad. We go to a... We buy...	Film: Mr Matt: Going shopping; Lied; Rollenspiel; Minidialog: Interview; Activity/Pupil's Book	Mathematik: Einkaufen/ Rechnen mit Geld; unterschied. Währungen

Special Days – Halloween (optional)	Halloween, witches, ghosts, monsters, pumpkin	Halloween, Halloween scary things can be seen, witches' hats, coal-black cats, ghosts and monsters, mice and rats. Witches, ghosts and goblins running down the street, knock on every doorway, "Trick or treat!" When your door is opened, this is what you meet, scary creatures shouting: "Trick or treat!"	Rhyme; Pupil's Book	Religion: Luther/Reformation
Special Days – Christmas (optional)	Christmas, beach, barbecue, sleigh		Pupil's Book; Dialog;	SU/Religion: Weihnachten rund um die Welt/Weihnachtsbräuche Musik: Weihnachtslieder aus verschiedenen Ländern
Unit 5 – Freetime	play football, play volleyball, feed the ducks, ride a bike, dance, cook, sail a boat, swim, skate, play the saxophone, ski, play cards, play darts	Her name is Lizzy, and she's so busy. She's got so many things to do. She feeds the squirrels in the park/plays the saxophone/rides her bike around the town/dances with a clown/goes sailing every day/plays volleyball/cooks spaghetti for her friends. Her busy day just never ends. Jack is (really) very busy. Every day he plays cards/play darts, he feeds his dog/has a snack at four o'clock/... Remember. Can you ride a horse/sail a boat/skate/swim/play tennis/ski/dance/play volleyball/play football? Yes, I can./No, I can't. Are you good at it? No, not really. I'm good at is. Yes, I think so/of course. Yes, I play it all the time with my friends. I sail with my dad a lot.	Lied; Action Story; Minidialog: Interview; Film: A sport for Mr Matt; Film: Mia and Mike: Hobbies; Activity/Pupil's Book	SU: Freizeit

Unit 6 – Feelings	sad, tired, angry, scared, happy, bored, nervous	Tell me about (Jeff and Kevin). I think they're/she's/he's (nervous). That's right. No, sorry. Are you happy? No, I'm not. What's the matter? I'm bored. I'm not alone, not alone in the city. I'm so happy, so happy I've got friends. bear, truck, goat, house, log, mat, boat, fly, I'm not scared of a croc in my sock, a bee on my knee, or a bird in my shirt, but I am scared of a fly in my eye.	Film: Snow White; Cartoon Story; Film: Mr Matt: I'm scared; Show what you can do Rollenspiel; Activity/Pupil's Book	SU/Religion: miteinander umgehen/leben; Freundschaft
Unit 7 – Time	It's (five) o'clock. It's quarter to/past (twelve). It's half past (three). midnight	What's the time? It's one/... o'clock. It's quarter to/past... It's half past... Excuse me. "What's the time?", says Kim. "It's four o'clock," says Jim. "Time for tea," says Kim. "Wait for me," says Jim. Picture number (one) is "(Harry) comes home at (quarter to two)." I come home/get up/go to school at (quarter past twelve). How many... can you do in a minute? How many times can you...? I think I can do... I can do... sit-ups in a minute. After sitting/walking/running my heart beats... times in a minute.	Film: Mr Matt: Going to a party; Film: The hill near the Red Mountain; Cartoon Story; Partnerarbeit; Activity/Pupil's Book	Mathematik: Uhrzeiten SU: Zeit
Special Days – Valentine's Day (optional)	Valentine's Day, card	Roses are red, violets are blue. Happy Valentine's Day from a friend – guess who? Valentines, valentines red, white and blue. I'll make a nice one and send it to you.	Pupil's Book; Karte basteln	
Special Days – Pancake Day (optional)	pancake (race), sugar, pan	Mix a pancake, stir a pancake, put it in the pan. Fry the pancake, toss the pancake, catch it if you can. flour, salt, eggs, milk, oil, lemon, sugar	Pupil's Book;	Religion: Fastenzeit/Ostern/Bräuche

Unit 8 – At home	attic, wardrobe, floor, stairs, bed, table, bedroom, kitchen, hall, sofa, lamp, living room, bathroom, washbasin under, in, on, behind, in front of	Where's the rubber? Is it in the (kitchen)? Yes, it is./No, it isn't. Is the (pencil) under/next to/in/on/in front of/behind the (pencil case)? Where are (Tom's) socks? (On/...) the (sofa) in the (living room). Where's his/her (cap)? There's a (little) raccoon in my room. He's drinking my milk/eating my bread/breaking my toys/using my bed. Please, Mum, don't come in. There's a mess in my room. I think my raccoon won't leave before June. Don't tell anybody my little raccoon is just an excuse for the mess in my room. opposite, between In my room there's a nice bed. The desk is in front of the window. There are three posters in my room.	Partnerarbeit; Cartoon Story; Lied; Film: Rocky and Rusty; Film: Mia and Mike: Houses and homes; Activity/Pupil's Book	SU: Bauen
Unit 9 – Food and drink	steak, soup, pie, sausages, peas, beans, mixed salad, lemonade, tea, coffee, mineral water, ice cream, nuts, cake, chocolate	Luba's is a crazy restaurant. Luba's is the place to go/for you and me. Come here and you will see! There is fish in your orange juice and ice cream on your steak/fruit on your pizza/and salad on your cake! There are nuts in your tomato soup/coffee on your pie. And on top of your dessert there is a fly! Oh, no! Tyler/Lily/He/She likes/doesn't like (spaghetti and pizza). He/She likes (orange juice) but he/she doesn't like (tea). This is... She also likes... What does he/she like? Tomato soup, a muesli bar, a yoghurt, apples, chicken, tea. All that food is just for me. Steak and rice, eggs and cheese, a cake, an orange. Can't you see? All that food is just for me. How can I put all that food in my lunch box for a start? Who can help me? Who's so smart?	Minidialog: Interview; Lied; Rollenspiel; Action Story; Cartoon Story; Gedicht; Film: Thank you, Spike; Activity/Pupil's Book	SU: Ernährung

Leistungsfeststellung und Leistungsbewertung

Erwartete Kompetenzen

Es wird angestrebt, dass die Schülerinnen und Schüler am Ende der Jahrgangsstufe 4 das Niveau A1 des Gemeinsamen europäischen Referenzrahmens für Sprachen erreichen, wobei im Bereich des Hörverstehens und Sprechens das Niveau überschritten wird. Folgende Kompetenzbereiche werden erfasst:

- Hör- und Hör-/ Sehverstehen (Anweisungen befolgen, Wort – Bild – Zuordnung, Satz – Bild – Zuordnung)
- Sprechen (zusammenhängendes Sprechen, an Gesprächen teilnehmen/ Rollenspiele),
- Lesen (Wortbild bekannter Worte erkennen, grundlegende Satzmuster ganzheitlich wiedererkennen) und
- Schreiben (Schreiben nur nach Vorlage)
bestimmte Niveaustufen erreichen.
- Verfügung über sprachliche Mittel
- Aussprache und Intonation
- Wortschatz und Grammatik
- Orthografie
- Interkulturelle Kompetenzen
- Methoden (Sprachlernstrategien)
- Lernstrategien und Arbeitstechniken
- Experimentieren mit und Reflektieren über
Sprache

Lernkontrollen

Im 3. und 4. Schuljahrgang werden keine Lernkontrollen geschrieben.

Notenfindungen

Bei der Ermittlung des Lernstandes werden die kommunikativen Fertigkeiten in unterschiedlicher Gewichtung herangezogen. Der wichtigste Bereich ist das Hör- und Hör-/ Sehverstehen. Ebenfalls wichtig ist der Bereich des Sprechens, der jedoch eng begrenzt ist durch die vorher eingeübten Situationen. Das Lesen beschränkt sich auf das wiedererkennende Lesen von Wörtern und einzelnen Sätzen und fließt nur zu einem geringen Teil in die Note mit ein. Das Schreiben nach Vorlage geht nicht in die Zeugnisnote ein.

Die Fachkonferenz legt folgende prozentuale Gewichtung der einzelnen Bereiche für die Zeugnisnote fest:

50% Hör- und Hör-/ Sehverstehen

40% Sprechen

10% wiedererkennendes Lesen von Wörtern/ einzelnen Sätzen