

Easter Words

Context

In this lesson a British Council language assistant from Austria is teaching the class about Easter customs in German speaking countries. The class learns about ways in which people celebrate Easter, as well as the key vocabulary. The lesson contains links to the Framework objectives of Oracy, Literacy, Intercultural Understanding and Knowledge about Language.

Exploration

Children benefit from learning that people throughout the world share customs and language. They develop a better understanding of the customs of the country in which they are living, through learning of the customs of other countries. The intercultural element of the KS2 Framework is one of the core strands of teaching and learning. Language learning and Intercultural Understanding (IU) are an essential part of being a citizen. There are many opportunities to link this strand closely with work in other subjects. Objectives in the strand of IU can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Examples of activities include:

- displays on a seasonal, festive theme;
- celebration of birthdays in other countries;
- joining in songs from a different country;
- informal presentations from children from other countries who speak in class or assembly about their experiences;
- family members invited into school to present, watch or contribute to events;
- visiting teachers from abroad speaking about their schools/communities abroad;
- visiting theatre or music groups;
- language based class activities, eg assembly or concert with a particular theme, a celebration of a national festival, an in-house Eurovision song contest, the European Day of Languages;
- report on a school visit abroad with children talking about their experiences, showing photos, video, diaries;
- presentation of work on a partnership with a school abroad.

Links to the KS2 Framework

The children:

- learn about festivals and celebrations in different cultures
- identify social conventions at home and in other cultures
- make indirect or direct contact with the country/countries where the language is spoken

IU4.1 IU3.3 IU3.4

[Intercultural Understanding 4.1](#)

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- discuss language learning and share ideas and experiences
- use the context of what they see/hear to determine some of the meaning
- compare the language with English

LLS

[Planning, analysing and evaluating ways of learning](#)

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[Applying Prior Knowledge](#)

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[Memorising](#)

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Next steps

- Children might prepare work to send to a partner school about celebration of Easter in the UK.
- Experiment with the writing of simple words

L3.3

[Literacy 3.3](#)

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Development

- Explore the spelling and pronunciation links between different languages, eg here the word Oster and Easter.
- Explore ways of presenting simple, familiar words, highlighting specific sound spelling links, using an interactive whiteboard.
- Look at the Overview of the Intercultural Understanding strand of the KS2 Framework on page 75. What experiences have your children had of work in this strand? Plan activities to help them progress through this strand.

[Intercultural Understanding Teaching Activities Year 3:](#)

pages 29-30

[Intercultural Understanding Teaching Activities Year 4:](#)

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[Intercultural Understanding Teaching Activities Year 5:](#)

pages 53-54

[Intercultural Understanding Teaching Activities Year 6:](#)

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- If you are thinking of hosting a foreign language assistant for the first time, you may find this link useful www.britishcouncil.org/languageassistants-schools-primary-faqs.htm