



ITALIAN SCHEMES OF WORK



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INTRODUCTION

This planning is based on the aims, methodologies, activities and materials defined and arranged by the team of teachers appointed by the Education Department of the Italian Consulate in the UK. It complies with the National Curriculum for Primary Languages in KS2 and is strictly related to the protocol of agreement signed between the Italian Education Department of the Italian Consulate General in London and the British schools, sharing the aims of promoting the teaching of Italian as a foreign language and spreading a culture of co-operation and exchange throughout the EU.

General Learning Objectives

- Create a positive approach to the Italian language and culture.
- Stimulate awareness, interest and respect for different languages and cultures.
- Provide the basis for further learning of Italian.
- Promote a basic knowledge of grammar.

Specific Learning Objectives

The specific learning objectives attached to each topic will be chosen and adapted to a realistic outcome, even according to the different teaching times requested by the schools.

The structure of the term planning will derive from the topics and the specific learning objectives, although it might be subject to adjustments due to specific situations.

The DfE Key Stage 2 Languages Programme of Study (Department for Education, 2014) introduces 12 primary foreign language teaching requirements or targets that primary schools should ensure their pupils are able to achieve by the end of key stage 2:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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According to these learning objectives, Italian fully qualified mother tongue teachers are appointed by the Italian Education Department to work in English schools, in Key stage 1 & 2. They will focus on how much the children understand and remember, rather than on how much language is covered. Italian teachers will start getting students used to the *sounds* of our language by playing games, listening to songs and rhymes, looking at books, hunting for words that can be guessed and which are similar to English.

Development of the language skills

	YEAR 3	YEAR 4	YEAR 5	YEAR 6	RESOURCES
LISTENING SKILLS	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Recognise and understand familiar spoken words and short phrases. 	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences presented in a familiar context. Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences in longer passages. Identify key words or phrases in order to answer questions. 	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation. 	

SPEAKING SKILLS	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases, individually and as a group. • Use correct pronunciation and intonation when speaking. 	<ul style="list-style-type: none"> • Ask and answer a wider range of questions, using longer phrases and sentences. • Present short pieces of information to others. • Use correct pronunciation and intonation, starting making links between pronunciation and spelling. 	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to others using sentences and correct pronunciation, gesture and intonation to convey accurate meaning. • Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> • Use spoken language to interact in simple conversations on familiar topic. • Present to an audience about familiar topics, following a model given. • Start using connectives to link together what they say to add fluency. 	
READING SKILLS	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases in written text. • Read aloud familiar words or short phrases, individually and as a group. 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences presented in a familiar context. • Accurately read a wider range of familiar written words, phrases and short sentences aloud to others. 	<ul style="list-style-type: none"> • Read a variety of simple texts in authentic formats, covering familiar topics. 	<ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation. • Read and understand the main points from a variety of simple texts in different formats. 	
WRITING SKILLS	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials. 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Use well-known and familiar verbs in the correct form. • Check spellings with a dictionary and/or online dictionary 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported written materials (e.g. a word bank). • Use well-known and familiar verbs in the correct form • Identify and correctly use adjectives (e.g. colours or size) and the most common connectives, placing them correctly in a sentence. • Familiarise with the adjectival agreement. 	
GRAMMAR SKILLS	<ul style="list-style-type: none"> • Understand the concepts and basic rules of gender (masculine, feminine) and number (singular, plural). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine), and number (singular, plural) and which article (direct or indirect) to use correctly with different nouns. • Start to understand the need of conjugation of verbs in Italian. 	<ul style="list-style-type: none"> • Understand and apply correctly gender (masculine, feminine), number (singular, plural) and article (direct or indirect) with different nouns. • Understand the need of conjugation of verbs in Italian. 	<ul style="list-style-type: none"> • Understand and apply correctly gender (masculine, feminine), number (singular, plural) and article (direct or indirect) with different nouns. • Understand the need of conjugation of verbs in Italian, beginning to use properly 1st, 2nd and 3rd singular persons. • Be able to identify and correctly use adjectives and the most common connectives. • Understand the concept of adjectival agreement. 	

TOPICS AND RESOURCES	*Greetings and expressions of courtesy *Introduce yourself *Ask for someone's name	<ul style="list-style-type: none"> - Io sono Nicolo' (Magica Italia) - Buongiorno a tutti! (Magica Italia 1) - Buongiorno, Buongiorno (Languages Online AU) - Bye bye, ciao ciao (https://www.youtube.com/watch?v=oiQKaruWD_o) - Chi sei? (Ambaraba' vol. 2) - Come ti chiami? (Sing and Learn Italian) - Come ti chiami? http://www.education.vic.gov.au/languagesonline/italian/topic02/no_01/no_01.htm - Come stai? http://www.education.vic.gov.au/languagesonline/italian/sect06/no_1/no_1.htm
	*Numbers	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=f8uQ2ok7r0o La Canzone dei Numeri 1 2 3 - Italian Songs for children by Coccole Sonore - https://www.youtube.com/watch?v=8JsdiTiowGM Questa e' la canzone dei numeri (Ambaraba' vol. ?) - http://www.education.vic.gov.au/languagesonline/italian/topic07/index.htm Numbers 11- 20 - http://www.education.vic.gov.au/languagesonline/italian/sect25/index.htm Numbers 20 – 100 - Numbers https://resources.languagenut.com/resources/#/TopicScreen?screenUid=247
	*Colours	<ul style="list-style-type: none"> - La canzone dei colori (Magica Italiana) - Impara i colori con gli amici pesciolini - Canzoni per bambini di Mela Music https://www.youtube.com/watch?v=RHvWW1hYHds - I nomi dei colori. "La canzone di Papacia" (KARAOKE) Italiano per bambini con ALMA Edizioni https://www.youtube.com/watch?v=MKiXFRyYHno - Colors https://resources.languagenut.com/resources/#/Catalog?moduleUid=129 - Colours http://www.education.vic.gov.au/languagesonline/italian/topic04/index.htm
	*Age	<ul style="list-style-type: none"> - Quanti anni hai? http://www.education.vic.gov.au/languagesonline/italian/topic08/no_01/no_01.htm
	*Days of the week	<ul style="list-style-type: none"> - Rap dei giorni della settimana (Grandi Amici vol.1) - https://www.youtube.com/watch?v=pYEFYXQ0DmY I giorni della settimana Mela Music
	*Months of the year	<ul style="list-style-type: none"> - Buon compleanno (Grandi Amici vol. 1) 3.2 (03.1) rap compleanno - https://www.youtube.com/watch?v=NuYEA6qVrQ8 I mesi speciali dell'anno - Canzoni per bambini di mela Music - Quanti giorni in un mese - Filastrocche per bambini di Coccole Sonore https://www.youtube.com/watch?v=_d1NQ8GYQRg - Languagenut.com

	*Weather	-Oggi, oggi (Sing and Learn Italian) -1,2,3 Nuove Storie -What's the weather like? https://resources.languagenut.com/resources/#/Catalog?moduleId=167 -The weather http://www.education.vic.gov.au/languagesonline/italian/sect28/index.htm
	*Body parts	-Tic e Tac (Ambaraba') -Testa, spalle, ginocchia, piedi -Se sei felice, ...Se sei Felice e tu lo sai batti le mani Masha e Orso in Italiano https://www.youtube.com/watch?v=tY3HlvsEkW8 - https://www.youtube.com/watch?v=pFJ06G6mTus Baby Dance coreografia La zia di Forlì - https://www.youtube.com/watch?v=0otHlPrJnMg Balliamo il Boogie Boogie -Boogie Boogie - Baby Dance di Gruppo - Bimbo Hit Tv -La danza del corpo (Grandi Amici vol.1) -Parts of the body http://www.education.vic.gov.au/languagesonline/italian/sect30/index.htm -Dite bambini (Ambarabà 1) -How I look https://resources.languagenut.com/resources/#/Screen?screenUid=204&startNumber=4-
	*Feelings	-Toby e' triste, ... (Grandi Amici vol. 1)
	*Animals	-Animals https://resources.languagenut.com/resources/#/TopicScreen?screenUid=247 -Pets http://www.education.vic.gov.au/languagesonline/italian/topic15/index.htm -Dov'e' la mucca? (Sing and Learn Italian) - NELLA VECCHIA FATTORIA Canzoni Per Bambini https://www.youtube.com/watch?v=htS7tmXabRE - Italiano Per Bambini: Animali – 1 https://www.youtube.com/watch?v=oszX3LUAqkQ -Cane e gatto https://www.youtube.com/watch?v=aCvFPnz-p5g -Il coccodrillo come fa https://www.youtube.com/watch?v=woNyVWjndAQ
	*Family	-La famiglia di Togo -Italian family in Italian language. La famiglia Italiana. https://www.youtube.com/watch?v=2DQBExvwIDg http://www.education.vic.gov.au/languagesonline/italian/topic09/index.htm Family members
	*Food and drinks	-Pasta e fagioli -Il caffè della Peppina https://www.youtube.com/watch?v=-xL2Y2HKEI8 Food and drink https://resources.languagenut.com/resources/#/Screen?screenUid=206&startNumber=6-
	*Likes and dislikes	-Ti piace il pesce? (Grandi Amici vol.1) -Vorrei un gelato (Sing and learn Italian)

*Italian traditions: Christmas, Befana, Carnival, Easter	-Din don dan https://www.youtube.com/watch?v=CjYDq3JEYel Concerto di Natale con lo Zecchino 2011 - Din Don Dan -Tu scendi dalle stelle - Italian Songs for children by Coccole Sonore https://www.youtube.com/watch?v=F94N2ClwdUM -Astro del ciel https://www.youtube.com/watch?v=GygbfMeounA -Il canale di suonolandia
*Toys	- Io ho una palla (Ambarabà vol.1 - Traccia15) -TOY STORY 3 - Benvenuti al Sunnyside! – YouTube 1,2,3 Nuove Storie
*Transport	- Modes of transport http://www.education.vic.gov.au/languagesonline/italian/sect32/index.htm -Other form of transport https://resources.languagenut.com/resources/#/Catalog?moduleUid=139
*Parts of the house	-La casa FORTE vol. 1 -My house https://resources.languagenut.com/resources/#/Catalog?moduleUid=115 -1,2,3 Nuove Storie -Rooms and furniture http://www.education.vic.gov.au/languagesonline/italian/sect35/index.htm -Una casa molto carina https://www.youtube.com/watch?v=Ht2JUSs7Jbo
*A fairy tale	-La bella addormentata - Storia Per i Bambini - Favole - storie della buonanotte - 4k UHD https://www.youtube.com/watch?v=4Az16_xAyvs
*Euros and Shopping	-Buying groceries https://resources.languagenut.com/resources/#/Catalog?moduleUid=136
*Musical instruments	
*Directions	-Directions https://resources.languagenut.com/resources/#/Catalog?moduleUid=197
*Time	
*Daily routine	
*Nations and nationalities	http://www.education.vic.gov.au/languagesonline/italian/topic14/index.htm
*Our school	
*School subjects	
*School timetable	
*Physical description	
*Clothes	

	*Occasionally: National Italian Day 2nd June; Seasons; Environments; Solar System; Ordinal numbers; Alphabet; Holidays	-Ordinal numbers 1st - 10th http://www.education.vic.gov.au/languagesonline/italian/topic11/index.htm -Canzone dell'Alfabeto ABC - Italian Songs for children by Coccole Sonore https://www.youtube.com/watch?v=VMdGbVWrifc
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Knowledge about Language

For KS2 basic knowledge of the typical sounds and phonemes of Italian language will be introduced, as well as some basic grammar rules and conventions.

The focus will be on:

- Sound of vowels
- Phonetic peculiarities:
 - *ca, co, cu; chi, che; ci, ce*
 - *ga, go, gu; ghi, ghe; gi, ge*
 - *gn, sc, gl*
- Singular and plural of nouns and adjectives
- Feminine and masculine gender
- Use of articles
- Position of the adjectives
- Present tense of the most common verbs
- Simple structure of negative and interrogative forms.

METHODOLOGY

The lessons will be based on an oral approach to the Italian language where tales, songs, rhymes, chants and games will be used to make learning as enjoyable as possible and to encourage the pupils' participation and a communicative use of the language.

Skills will be practiced during the whole year and children will not be urged to perform on their own, but only encouraged to join in the group, in order to respect a silent period child may need.

Activities will be focused on:

- watching, reading and listening to tales and stories
- memorising vocabulary through flashcards (*mimes, sequences, card identifying, sorting, classifying and grouping, ...*)
- playing games (*roleplays, memory, hangman, tombola, Simon says..., multiple choice, quizzes, noughts and crosses, touch or point, ...*)

In KS2*, lessons will combine the oral approach with activities designed to gradually develop and consolidate a basic level of reading and writing skills. Activities, relevant to each of the chosen topics, will be set according to both age and different levels of ability and knowledge achieved in the progression of classes:

- Fill in the blanks in short texts or in single sentences
- Matching words to images
- Reordering images, words, sentences, short paragraphs
- Single and multiple choice
- Rewriting words, sentences or simple texts from given patterns
- Highlighting/Deleting words within sentences or simple texts.

*Where staffing and timetable permit, the scheme of work can be adapted for use at KS1. Some of the KS2 Italian topics and teaching activities can be adapted for use with younger learners, considering limiting content to cope with shorter concentration spans, adding fun and action songs and rhymes to encourage a physical response and frequent revision and consolidation of previously learnt language.

ASSESSMENT

The assessment, which is generally informal and formative, is crucial to assess the degree of assimilation. It will be mainly based on systematic observations of the students when performing and/or playing games. In KS1, students will be observed during the activities as individual, pair or small groups. In KS2, students gradually become more aware of their own learning, by self-assessing and reflection, considering mistakes as stimulus and steps to further learning. Peer and self-assessment, being monitored by the teacher, will aim at encouraging attention and reviewing the individual achievement, while enabling constructive feedback.

The assessment process will take into account criteria of fairness and transparency, timing of exposure to the language, as well as different starting points and efforts to reach goals, in relation to the improvement of the language skills. Summative assessment will be provided at the end of the school year, as agreed with the schools.