

<b>Y3</b>		
<b>Topic</b>	<b>Content</b>	<b>The children will be able to:</b>
<b>GREETINGS &amp; COURTESY PHRASES</b>	<p><b>Greetings</b> (Buongiorno, Buona notte, Ciao, Buon Natale, Buona Pasqua...)  <b>Courtesy phrases</b> (Grazie. E' bello! Come stai? Sto bene.)</p> <p><b>SONG(S):</b> The Italian &amp; English song Buona notte Toby</p>	<ul style="list-style-type: none"> <li>Use and understand greetings and simple every day courtesy phrases/questions.</li> </ul>
<b>PERSONAL DETAILS</b>	<p><b>Verbs CHIAMARSI, ESSERE and AVERE</b> in the 1<sup>st</sup> and 2<sup>nd</sup> sing form  (Mi chiamo.....sono un bambino.....ho 7 anni)</p> <p><b>Numbers 1- 10</b></p> <p><b>SONG(S):</b> The ice-cream song</p>	<ul style="list-style-type: none"> <li>Ask and say their name</li> <li>Ask and say how old they are</li> <li>Say if they are a boy or a girl.</li> <li>Understand that O ending nouns are referred to a masculine word (<b>BAMBINO</b>) and A ending nouns are referred to feminine words (<b>BAMBINA</b>)</li> </ul>
<b>INSTRUCTIONS</b>	<p>Simple every day instructions (Simone dice salta! Corri! Cammina! Apri le gambe!  Adverb of manner 'corri <b>piano,</b>' corri <b>velocissimo.'</b></p> <p><b>GAME:</b> Simone dice</p>	<ul style="list-style-type: none"> <li>Understand and follow simple oral instructions</li> <li>Understand when the action need to be performed slowly (piano) or quickly (veloce)</li> </ul>
<b>NUMBERS &amp; COLOURS</b>	<p><b>Numbers 1 - 12</b>  <b>GAME:</b> Bingo, Noughts &amp; Crosses, Colour by numbers</p> <p><b>SONG(S):</b> The ice-cream song  <b>&amp;GAMES</b> 1, 2, 3, STELLA!</p>	<ul style="list-style-type: none"> <li>count up to 10 or beyond</li> <li>name 5 or more colours</li> <li>match the word with the colour or number</li> <li>colour a picture by number</li> </ul>
<b>PARTS OF THE BODY</b>	<p>Testa, naso, mano/i, gamba/e, piede/l, corpo  <b>Prepositions:</b> Su/Giù Dentro/Fuori</p> <p><b>SONG:</b> Mano dentro, mano fuori.</p>	<ul style="list-style-type: none"> <li>Name and understand main parts of the body</li> </ul>
<b>FOOD</b>	<p><b>I VITAMINI:</b> banana, mela, pera, fragola, melone, pomodoro, carota, melanzana, aglio, broccolo  Gelato, cioccolato, caramella  <b>Verb ESSERE</b> in the 1<sup>st</sup> and 2<sup>nd</sup> sing form. 'Sono rosso', 'Sono verde.'</p> <p><b>Fa bene/Fa male</b>  <b>Colours</b></p>	<ul style="list-style-type: none"> <li>Name and understand some common fruit and veg's words</li> <li>Describe their colour</li> <li>Identify which food is healthy/not healthy</li> </ul>

	<b>GAME:</b> Dov'è la caramella?	
<b>FESTIVITIES &amp; TRADITIONS</b>	<p>La Festa della Mamma/del Papá          Christmas in Italy –The tradition of 'La Befana'and il 'Presepe', il 'Panettone'          Il Carnevale and its traditional costumes (Arlecchino, Colombina, Pulcinella)          Easter</p> <p><b>RHYME:</b> Mamma sei la mia stella.</p>	<ul style="list-style-type: none"> <li>• Say a Rhyme to celebrate Mother's/Dad's Day and Carnival</li> <li>• Make a card to celebrate a special day</li> <li>• Identify differences and similarities between how Christmas and Easter are celebrated in Italy and U.K.</li> <li>• Know some Italian traditions related to these two Christians festivities</li> </ul>

<b>Y4</b>		
<b>Topic</b>	<b>Content</b>	<b>The children will be able to:</b>
<b>GREETINGS &amp; COURTESY PHRASES</b>	Greetings (Buongiorno, Buona notte, Buona sera, Buon Natale, Buona Pasqua, Buon compleanno, Buone vacanze ...) Courtesy phrases & questions (Grazie. E' bello! Come stai? ....)	<ul style="list-style-type: none"> <li>Use, understand and respond to greetings and simple every day courtesy phrases and questions.</li> </ul>
<b>PERSONAL DETAILS</b>	Verbs CHIAMARSI, ESSERE and AVERE in the 1 <sup>st</sup> and 2 <sup>nd</sup> sing form (Mi chiamo.....sono un bambino....sono inglese.....ho 8 anni) Nationalities Numbers 1- 10 10 - 20 <b>SONG(S):</b> The ice-cream song	<ul style="list-style-type: none"> <li>Ask and say their name</li> <li>Ask and say how old they are</li> <li>Say if they are a boy or a girl.</li> <li>Understand that O ending nouns are referred to a masculine word (BAMBINO) and A ending nouns are referred to feminine words (BAMBINA)</li> </ul>
<b>INSTRUCTIONS</b>	Simple every day instructions (Simone dice salta! Corri! Cammina! Apri le gambe! Adverb of manner 'corri piano,' corri velocissimo.' <b>GAME:</b> Simone dice	<ul style="list-style-type: none"> <li>Understand and follow simple oral instructions</li> <li>Understand when the action need to be performed slowly (piano) or quickly (veloce)</li> </ul>
<b>NUMBERS&amp;COLOURS</b>	<b>GAME:</b> Bingo, Noughts & Crosses, Battleship	<ul style="list-style-type: none"> <li>Can count up to 20 or beyond</li> <li>Can name all the colours</li> </ul>
<b>PARTS OF THE BODY</b>	Testa, naso, mano/i, gamba/e, piede/i, corpo Prepositions: Su/Giù Dentro/Fuori <b>SONG/GAME:</b> La zia di Forlí, Mano dentro, mano fuori, Simone dice	
<b>PETS &amp; FARM ANIMALS</b>	<b>Farms animals &amp; Pets:</b> Cane, gatto, coccodrillo, leone, mucca, pecora, pulcino maiale, asinello, cavallo, capra,  Come fa...il cane? Che cos'è?  <b>SONG(S):</b> La nuova fattoria Il coccodrillo come fa? (Zecchino d'Oro) Che cos'è? Dimmelo te!	<ul style="list-style-type: none"> <li>name 8 or more animals</li> <li>match the written word with the picture</li> <li>Ask what each animal's noise is</li> <li>Ask what something is</li> <li>understand that same spelling in different languages are pronounced differently ex. CANE (Italian for dog) CANE (English for stick)</li> </ul>

<b>PHISYCAL DESCRIPTIONS</b>	<p>Adj to describe size and colour 'Sono piccolo/grande.' ' Sono rosso/verde' Ho 2/4 gambe. Ho una coda. Sono <b>tutto</b> nero. Sono bianco <b>e</b> nero.</p> <p><b>GAME: (RHYME)</b> 1, 2, 3, 4, Non tirar la coda al gatto</p>	<ul style="list-style-type: none"><li>• Describe an animal giving information about size, colour, body etc.....</li><li>• Can add extra details using the conjunction 'e'</li><li>• Understand that the adjective and the noun need to agree Ex. un gatto <b>nero</b>/una mucca <b>bianca</b></li></ul>

<b>Y5</b>		
<b>Topic</b>	<b>Content</b>	<b>The children will be able to:</b>
<b>GREETINGS, COURTESY PHRASES</b>	Greetings (Buongiorno, Buona notte, Buona sera, Buon Natale, Buona Pasqua, Buon compleanno, Buone vacanze ...) Courtesy phrases & questions (Grazie. E' bello! Come stai? ....)	<ul style="list-style-type: none"> <li>Use, understand and respond to greetings and simple every day courtesy phrases with increased confidence.</li> </ul>
<b>PERSONAL DETAILS</b>	Verbs CHIAMARSI, ESSERE and AVERE in the 1 <sup>st</sup> and 2 <sup>nd</sup> sing form (Mi chiamo.....sono un bambino....sono inglese.....ho 9 anni...abito a York...E tu, di dove sei? Dove abiti?) Nationalities Countries Numbers 1- 10  <b>SONG(S):</b> Chi viene dall'Inghilterra si alza in piedi!  Che Famiglia!	<ul style="list-style-type: none"> <li>Ask and say their name, age, nationality and where they live.</li> <li>Identify suffixes for nationality words Inglese, irlandese Italiano, Americano etc....</li> <li>Understand that sometime different languages have different grammar rules ex. 'italiano' don't need a capital letter.</li> <li>Understand that in Italian the adjective and the noun need to agree Ex. Miss Casimo è italiana Euan è australiano</li> </ul>
<b>INSTRUCTIONS</b>	Simple every day instructions (Simone dice salta! Corri! Cammina! Apri le gambe! Adverb of manner 'corri piano,' corri velocissimo.'  <b>GAME:</b> Simone dice	<ul style="list-style-type: none"> <li>Understand and follow simple oral instructions</li> <li>Understand when the action need to be performed slowly (piano) or quickly (veloce)</li> </ul>
<b>MY FAMILY</b>	Family member vocabulary Mamma, papa, fratello, sorella, nonno, nonna, zio, zia  Hai fratelli o sorelle? Sì, ho una sorella. No, non ho fratelli o sorelle	<ul style="list-style-type: none"> <li>Introduce the family members and say their names</li> <li>Ask/say if they have any brothers or sisters.</li> <li>Understand that masculine and feminine nouns takes different suffixes in the plural form. Ex. un fratello/du fratelli Una sorella/du sorelle</li> <li>Understand that we add <b>NON</b> before the verb to make a negative sentence.</li> </ul>

<b>NUMBERS&amp;COLOURS</b>	<b>GAME:</b> Bingo, Noughts & Crosses, Battleship	<ul style="list-style-type: none"> <li>• count up to 20 or beyond</li> <li>• name all the colours</li> </ul>
<b>PETS &amp; FARM ANIMALS</b>	<p><b>Farms animals &amp; Pets:</b> Cane, gatto, coccodrillo, leone, mucca, pecora, maiale, asinello, cavallo, capra,</p> <p>Come fa...il cane? Che cos'è? Hai animali? Sì, ho un cane. No, non ho animali.</p> <p><b>SONG(S):</b> La nuova fattoria Il coccodrillo come fa? (Zecchino d'Oro) Che cos'è? Dimmelo te!</p>	<ul style="list-style-type: none"> <li>• name 5 or more animals</li> <li>• understand the animal names in a song</li> <li>• Ask what is the animal noise</li> <li>• Ask/say if they have a pet</li> <li>• Understand that a grapheme in a different language may have a different sound and that an incorrect pronunciation may lead to misunderstanding.</li> <li>• Ex. CANE/<u>CARNE</u></li> </ul>
<b>LIKES/DISLIKE:</b>	<p>Ti piace camminare? Ti piace il gelato? Sì, mi piace. No, non mi piace.</p>	<ul style="list-style-type: none"> <li>• Talk about what they like/dislike doing in their past time</li> <li>• Say what food they like or dislike</li> </ul>
<b>PASS TIME ACTIVITIES</b>	<p>Hobbies &amp; Pass time activities (camminare, nuotare, correre, cantare, giocare etc.... Verb 'PIACERE' in the 1<sup>st</sup> and 2<sup>nd</sup> sing form. 'Ti piace nuotare?' 'Non mi piace correre.'</p> <p>Verbs belonging to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> conjugation <b>CAMMINARE, CORRERE, DORMIRE</b></p> <p><b>SONGS:</b> La canzone della gioia (Zecchino D'Oro) Gioca Jeux (Claudio Cecchetto)</p>	<ul style="list-style-type: none"> <li>• ask and say what they like/don't doing in their past time.</li> <li>• say what is joy: 'Giocare con gli amici è gioia.'</li> <li>• Understand the action called out in a song and perform it</li> </ul>
<b>FOOD</b>	<p>Il cibo: La pasta, la pizza, la torta, la carne, la birra, la verdura, la cioccolata Il pollo, il gelato, il formaggio, il pesce, il caffè, il vino, il latte, il pomodoro etc....</p> <p>Ti piace il formaggio? Sì, mi piace. No, non mi piace.</p>	<ul style="list-style-type: none"> <li>• read and understand a Menu</li> <li>• ask and say what food they like or dislike</li> <li>• recognise masculine and feminine words from the noun suffix O – A</li> <li>• Understand that E ending nouns can be either masculine or feminine.</li> <li>• choose the correct article for masculine and feminine words</li> </ul>

	<p><b>Italian words used in English:</b> Spaghetti, pizza, pasta, cappuccino</p> <p><b>English words used in Italian:</b> Yogurt, hamburger, hot-dog, roast-beef</p> <p><b>Homophone words:</b> mais (Italian for corn) mice</p>	<p>Ex. <b>IL POMODORO – LA PIZZA</b></p> <ul style="list-style-type: none"> <li>• Understand that languages influence each other and that some Italian words are now used in the English language and vice versa.</li> </ul>
<p><b>FESTIVITIES &amp; TRADITIONS</b></p>	<p>La Festa della Mamma/del Papá Christmas in Italy –The tradition of ‘La Befana’and il ‘Presepe’, il ‘Panettone’ Il Carnevale and its traditional costumes (Arlecchino, Colombina, Pulcinella) Easter Vocabulary: quanti, ovetti, ha trovato, dimmelo tu</p> <p><b>RHYME:</b> Quanti ovetti di cioccolato?</p>	<ul style="list-style-type: none"> <li>• Say a Rhyme to celebrate Mother’s/Dad’s Day, Carnival and Easter</li> <li>• Identify differences and similarities between how Christmas and Easter are celebrated in Italy and U.K.</li> <li>• Know some Italian traditions related to these two Christians festivities</li> </ul>

<b>Y6</b>		
<b>Topic</b>	<b>Content</b>	<b>The children will be able to:</b>
<b>GREETINGS &amp; COURTESY PHRASES</b>	Greetings (Buongiorno, Buona notte, Buona sera, Buon Natale, Buona Pasqua, Buon compleanno, Buone vacanze ...) Courtesy phrases & questions (Grazie. E' bello! Come stai? ....)	<ul style="list-style-type: none"> <li>Use, understand and respond to greetings and simple every day courtesy phrases with increased confidence.</li> </ul>
<b>PERSONAL DETAILS</b>	Verb ESSERE in the 1 <sup>st</sup> and 2 <sup>nd</sup> sing form Countries and nationalities Numbers 1-20 Colours Parts of the body Adj to describe physical appearance (ALTO, BASSO, MAGRO etc...)	<ul style="list-style-type: none"> <li>Ask and say their name, age, nationality, where they live</li> <li>Describe personal appearance</li> </ul>
<b>INSTRUCTIONS</b>	Simple every day instructions (Simone dice salta! Corri! Cammina! Apri le gambe! Adverb of manner 'corri <b>piano,</b> ' corri <b>velocissimo.'</b>  <b>GAME:</b> Simone dice	<ul style="list-style-type: none"> <li>Understand and follow simple oral instructions</li> <li>Understand when the action need to be performed slowly (piano) or quickly (veloce)</li> </ul>
<b>MY FAMILY</b>	<b>Family members:</b> mamma, papà, fratello, sorella, nonno, nonna, zio, zia  <b>Possessives:</b> Mio/Mia <b>Pronouns:</b> Questo/Questa  'Ho un fratello. Mio fratello si chiama...' 'Questo è mio fratello.' 'Questa è mia mamma.'	<ul style="list-style-type: none"> <li>Say if they have brothers or sisters</li> <li>introduce family members and say their names.</li> <li>Understand that the pronouns and possessives needs to agree with the noun that follows. Ex. Mio fratello/Mia sorella Questo è Rob. Questa è Jill.</li> </ul>
<b>NUMBERS&amp;COLOURS</b>	<b>Numbers 1-100</b>  <b>GAMES:</b> Tombola	<ul style="list-style-type: none"> <li>Count from 1 to 100</li> <li>Match the written word with the number</li> </ul>
<b>PETS</b>	<b>Pets:</b> Cane, gatto, criceto, pesce, canarino  Come fa...il cane? Che cos'è? Hai animali?	<ul style="list-style-type: none"> <li>name 5 or more animals</li> <li>understand the animal names in a song</li> <li>Ask what is the animal noise</li> <li>Ask/say if they have a pet</li> <li>Understand that a grapheme</li> </ul>



	<p>Sì, ho un cane. No, non ho animali.</p> <p><b>SONG(S):</b> La nuova fattoria Il coccodrillo come fa? (Zecchino d'Oro) Che cos'è? Dimmelo te!</p>	<p>in a different language may have a different sound and that an incorrect pronunciation may lead to misunderstanding.</p> <ul style="list-style-type: none"> <li>Ex. CANE/CARNE</li> </ul>
<p><b>LIKES/DISLIKE:</b></p>	<p>Hobbies &amp; Past time activities (camminare, nuotare, correre, cantare, giocare etc.... Verb 'PIACERE' in the 1<sup>st</sup> and 2<sup>nd</sup> sing form. 'Non mi piace correre. Mi piace nuotare.' 'Non mi piace il latte. Mi piace il tè.'</p> <p>Verbs belonging to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> conjugation CAMMINARE, CORRERE, DORMIRE</p> <p><b>SONGS:</b> Gioca Jeux (Claudio Cecchetto)</p>	<ul style="list-style-type: none"> <li>talk about what they like/dislike doing in their past time</li> <li>say what food they like/dislike</li> </ul>
<p><b>PASS TIME ACTIVITIES</b></p>	<p>Hobbies &amp; Pass time activities (camminare, nuotare, correre, cantare, giocare etc.... Verb 'PIACERE' in the 1<sup>st</sup> and 2<sup>nd</sup> sing form. 'Ti piace nuotare?' 'Non mi piace correre.'</p> <p>Verbs belonging to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> conjugation CAMMINARE, CORRERE, DORMIRE</p> <p><b>SONGS:</b> La canzone della gioia (Zecchino D'Oro) Gioca Jeux (Claudio Cecchetto)</p>	<ul style="list-style-type: none"> <li>ask and say what they like/don't doing in their past time.</li> <li>say what is joy: 'Giocare con gli amici è gioia.'</li> <li>Understand the action called out in a song and perform it</li> </ul>
<p><b>ROUTINE</b></p>	<p>Days of the week/ Telling the time</p> <p>Regular verbs in the 1<sup>st</sup> sing form. Verb FARE in the 1<sup>st</sup> and 2<sup>nd</sup> sing. Form.</p> <p>Cosa fai a scuola? Lunedí ho inglese. Martedì ho educazione fisica, Mercoledì' ..... <b>Mi alzo</b> alle 8. <b>Faccio</b> colazione. <b>Vado</b> a scuola. <b>Torno</b> a casa.....</p>	<ul style="list-style-type: none"> <li>Read and understand a timetable</li> <li>Talk about their school timetable</li> <li>Talk about their daily routine</li> <li>Understand that in Italian we don't need to use the pronoun in front of the verb because the verb ending tells you who the person we are talking about is.</li> </ul>

<p><b>DESCRIBING A PLACE</b></p>	<p><b>City places voc:</b> la piazza, la strada, la torre, il fiume, il teatro, il museo, la scuola, il ponte</p> <p><b>The school voc:</b> la classe, la biblioteca, la palestra, il cortile, il giardino, la mensa, la sala, la segreteria, l'ufficio della direttrice</p> <p>'Questa è la mia scuola. Si chiama St George's School. Ci sono 8 <b>classi</b>. Ci sono.....<b>bambini</b>. Questa è la mia classe. <b>C'è</b> una lavagna. <b>Ci sono</b> molti disegni.'</p>	<ul style="list-style-type: none"> <li>• Understand the description of a city/town/school</li> <li>• Give a simple description of their own school/city using a structured framework.</li> <li>• Use C'E' and CI SONO to explain what there is/are on your school/city</li> <li>• Recognise and use the singular and plural form of commonly used nouns with increasing confidence</li> </ul>
<p><b>AT THE ICE-CREAM SHOP</b></p>	<p><b>Ice-cream flavours:</b> gusti, cioccolato, crema, nocciola, menta, stracciatella, fragola, limone etc....</p> <p>Verb VOLERE in the conditional form. <b>'Vorrei un gelato al cioccolato.'</b></p> <p>Quant'è? Quanto costa?</p>	<ul style="list-style-type: none"> <li>• Ask for an ice-cream</li> <li>• Ask for a specific flavour(s)</li> <li>• Ask for and understand the price</li> </ul>
<p><b>FESTIVITIES &amp; TRADITIONS</b></p>	<p>La Festa della Mamma/del Papá Christmas in Italy –The tradition of 'La Befana'and il 'Presepe', il 'Panettone' Il Carnevale and its traditional costumes (Arlecchino, Colombina, Pulcinella) Easter Vocabulary: <b>quanti, ovetti, ha trovato, dimmelo tu</b></p> <p><b>RHYME:</b> Quanti ovetti di cioccolato?</p>	<ul style="list-style-type: none"> <li>• Say a Rhyme to celebrate Mother's/Dad's Day, Carnival and Easter</li> <li>• Identify differences and similarities between how Christmas and Easter are celebrated in Italy and U.K.</li> <li>• Know some Italian traditions related to these two Christians festivities</li> </ul>

**Italian will be incorporated in every day routine such as the daily register, morning and end of day prayer.**

### **Italian Culture and Traditions**

Christmas, Easter, The Epiphany etc...

Traditional stories ex. Pinocchio

Famous People ex. Leonardo da Vinci, Brunelleschi, Verdi ...

Famous cities and buildings ex. Roma and the Coliseum, Pisa and the Leaning tower, Venice and its Gondolas.....

Pen-pal link with an Italian school.

### **Assessment**

- Peer assessment for listening/speaking activities **(regular, on-going)**
- Teacher's assessment through questions, class/group observation, homework/holiday challenges **(regular, on-going)**
- Children self-assessment based on 'I can' statements. **(Once a term)**
- speaking&Listening & reading&writing assessment for Y5 and Y6 taken by Italian native speakers (parents or students) **(End of Summer Term)**
- Italian competition/Quiz **(Summer Term)**