

Key stage 2 scheme of work for languages: Overview of Italian units 1-12

Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 1 Io (All about me)				
<ul style="list-style-type: none"> Greetings Introducing yourself 	<ul style="list-style-type: none"> Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1–10 	<ul style="list-style-type: none"> <i>Chiamarsi: io and tu forms</i> Questions about name, age Possessive adjectives: <i>mio, mia</i> 	<ul style="list-style-type: none"> <i>Buongiorno! Ciao!</i> <i>Come stai/state?</i> <i>Bene, benino, male</i> <i>Arrivederci</i> <i>Signor/signora</i> <i>Sì/no</i> <i>Come ti chiami?</i> <i>(Io) mi chiamo.../ (tu) ti chiami...</i> <i>Ecco ...</i> <i>Uno, due, tre, quattro, cinque, sei, sette, otto, nove, dieci</i> <i>Quanti anni hai?</i> <i>Ho sette/otto anni</i> 	<ul style="list-style-type: none"> <i>silent h</i> hai, ho <i>chi</i> chiami, chiamo <i>ci</i> ciao <i>gn</i> signor, signora <i>gi</i> buongiorno
Unit 2 Giochi e canzoni (Games and songs)				
<ul style="list-style-type: none"> Responding to a song in Italian Understanding simple instructions Making a game 	<ul style="list-style-type: none"> Numbers 11–20 Simple instructions Expressing preference 	<ul style="list-style-type: none"> Singular and plural nouns 	<ul style="list-style-type: none"> <i>Undici, dodici, tredici, quattordici, quindici, sedici, diciassette, diciotto, diciannove, venti</i> <i>Quanti...?</i> <i>(Io) preferisco...</i> 	<ul style="list-style-type: none"> <i>ci</i> dodici <i>cio</i> diciotto <i>cia</i> diciassette

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Unit 3 Feste (Celebrations)				
<ul style="list-style-type: none"> Saying what you can do well Celebrating achievements and special occasions 	<ul style="list-style-type: none"> Making simple statements (about activities) Expressing praise Months of the year Writing an invitation Asking permission 	<ul style="list-style-type: none"> <i>Sapere/potere</i> verbs: <i>io</i> form Simple adverbs Position of simple adverbs <i>Potere</i>: (<i>io</i>) <i>posso</i> + infinitive (as a statement and as a question) <i>essere</i>: (<i>io</i>) <i>sono</i>/ (<i>tu</i>) <i>sei</i>... <i>in</i> + month 	<ul style="list-style-type: none"> <i>Bene/molto bene</i> <i>Sono bravo a giocare a calcio</i> <i>So nuotare bene</i> (<i>Io</i>) <i>ballo</i> (<i>Io</i>) <i>canto</i> (<i>Io</i>) <i>leggo</i> <i>Bravo, super, ottimo, fantastico!</i> (<i>Io</i>) <i>sono</i> / (<i>Tu</i>) <i>sei un genio!</i> <i>Buon compleanno!</i> <i>Gennaio, febbraio, marzo, aprile, maggio, giugno, luglio, agosto, settembre, ottobre, novembre, dicembre</i> <i>Posso ...?</i> <i>Per favore</i> 	<ul style="list-style-type: none"> <i>gi</i> giocare <i>gn</i> giugno <i>ci</i> calcio <i>gli</i> luglio
Unit 4 Ritratti (Portraits)				
<ul style="list-style-type: none"> Parts of the body Colours Descriptions of people 	<ul style="list-style-type: none"> Making simple statements (about appearance) Giving a simple description (of a person) 	<ul style="list-style-type: none"> Adjectives: position (usually after the noun) <i>avere</i>: <i>io ho, lui/lei ha</i> <i>essere</i>: <i>lui/lei è ...</i> 	<ul style="list-style-type: none"> <i>I colori</i> <i>Rosso, rosa, arancione, giallo, blu, verde, nero, bianco, viola, marrone</i> (<i>Io</i>) <i>ho ...</i> <i>Lui/lei ha ...</i> <i>Un naso blu</i> <i>Una bocca blu</i> <i>Gli occhi/i capelli blu</i> <i>Lui/ lei è ...</i> <i>alto/alta</i> <i>basso/a</i> 	<ul style="list-style-type: none"> <i>silent h</i> ho, ha <i>cio</i> arancione <i>co</i> bianco <i>cia</i> faccia <i>ca</i> bocca <i>chi</i> occhi

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Unit 5 I quattro amici (The four friends)				
<ul style="list-style-type: none"> Responding to a story Understanding simple instructions Descriptions of animals 	<ul style="list-style-type: none"> Giving a simple description (of an animal) Making simple statements (about movement) 	<ul style="list-style-type: none"> -are,-ere verbs: <i>third person form</i> Pronouns: <i>lui/lei</i> used for 'it' Verb used without the subject Negatives (<i>non + verb</i>) 	<ul style="list-style-type: none"> <i>il cavallo, la pecora, il coniglio, il topolino</i> <i>... galoppa eg Il cavallo galoppa</i> <i>... corre</i> <i>(il cavallo) è...</i> <i>marrone, bianco/a, grigio/a</i> <i>No, la pecora non galoppa</i> 	<ul style="list-style-type: none"> <i>ga galoppa</i> <i>ca cavallo</i> <i>co pecora</i> <i>gli coniglio</i> <i>gi grigio</i>
Unit 6 Cose che crescono! (Growing things)				
<ul style="list-style-type: none"> Responding to a story Buying things Ordering in a restaurant 	<ul style="list-style-type: none"> Expressing likes and dislikes (about food) Saying what you would like 	<ul style="list-style-type: none"> Questions and statements with the verb <i>piacere</i> Verbs in -are -ere <i>tu and voi forms</i> 	<ul style="list-style-type: none"> <i>Ti piace...?</i> <i>Mi piace ...</i> <i>Non mi piace ...</i> <i>Molto</i> <i>Mi piacerebbe ...</i> <i>Per favore</i> <i>Desidera?</i> <i>Ecco a lei</i> <i>Grazie</i> <i>Arrivederci</i> 	<ul style="list-style-type: none"> <i>ce piace</i> <i>cio piacciono</i> <i>gio fagioli</i> <i>sci scivola</i> <i>sce cresce</i> <i>gli foglie</i>

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Unit 7 Tutti a bordo (All aboard)				
<ul style="list-style-type: none"> • Travel • Weather 	<ul style="list-style-type: none"> • Making statements (about travel) • Describing the weather • Days of the week 	<ul style="list-style-type: none"> • <i>in/a</i> + transport • <i>a</i> + place • <i>andare: io vado, tu vai</i> • <i>in</i> + country • Question word (<i>Come? Dove?</i>) • <i>fare: fa</i> 	<ul style="list-style-type: none"> • <i>Vado a scuola</i> • <i>a piedi</i> • <i>in macchina/bicicletta/autobus</i> • <i>Dove vai?</i> • <i>Vado ...</i> • <i>in Italia</i> • <i>Fa caldo/freddo/brutto tempo</i> • <i>Piove/c'è vento</i> • <i>Lunedì, martedì, mercoledì, giovedì venerdì, sabato, domenica</i> 	<ul style="list-style-type: none"> • <i>r</i> sound martedì • Vowels sounds aereo, Italia, autobus • Rhyming patterns • Days with final "i" mercoledì
Unit 8 La paghetta (Pocket money)				
<ul style="list-style-type: none"> • Expressing opinions about likes and dislikes 	<ul style="list-style-type: none"> • Expressing likes and dislikes (about food and toys) • Justification of opinions • Numbers 21–39 • Simple prices 	<ul style="list-style-type: none"> • <i>é</i> + adjective • <i>avere</i>: negative <i>non ho...</i> • use of the verb <i>piacere</i> 	<ul style="list-style-type: none"> • <i>Mi piace (molto)...</i> • <i>Non mi piace (affatto)...</i> • <i>Questa/questo...</i> • <i>ventuno, ventidue, ventitre, ventiquattro, venticinque, ventisei, ventisette, ventotto, ventinove, trenta etc...</i> • <i>Quanto costa?/ Quant'è?</i> • <i>un euro</i> • <i>É fantastico, magnifico!</i> • <i>Non ho...</i> 	<ul style="list-style-type: none"> • <i>ce</i> piace • <i>ci</i> piacciono • <i>che</i> racchetta • <i>chi</i> portachiavi

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Unit 9 Raccontami una storia! (Tell me a story!)				
<ul style="list-style-type: none"> Responding to a song Giving instructions 	<ul style="list-style-type: none"> Instructions Numbers in multiples of 10 up to 100 	<ul style="list-style-type: none"> Imperatives: <i>voi</i> form Adjectives: masculine and feminine singular agreement 	<ul style="list-style-type: none"> <i>Osservate</i> <i>Ripetete</i> <i>Ascoltate</i> <i>Quaranta, cinquanta, sessanta, settanta, ottanta, novanta, cento</i> <i>Vero, falso</i> 	<ul style="list-style-type: none"> <i>words with double letters</i> <p>bello/a, cattivo/a, basso/a sessanta, settanta, ottanta</p>
Unit 10 Viva lo sport! (Our sporting lives)				
<ul style="list-style-type: none"> Healthy foods and drinks 	<ul style="list-style-type: none"> Making simple statements (about activities and diet) 	<ul style="list-style-type: none"> Questions with <i>Che cosa fai...?</i> <i>fare: io faccio, tu fai</i> <i>giocare a...</i> (+ sport) <i>fare...</i> (+ sport) 	<ul style="list-style-type: none"> <i>Che cosa fai di (sabato)?</i> <i>Gioco a tennis / a calcio / a pallacanestro</i> <i>Faccio danza / pattinaggio / nuoto</i> <i>zero</i> <i>Il succo d' arancia, lo yogurt, il pesce, una mela, le carote, il mango</i> <i>Il cioccolato, la coca, le patate fritte, le caramelle</i> <i>Sì, fanno bene alla salute</i> <i>No, fanno male alla salute</i> 	<ul style="list-style-type: none"> <i>ca</i> carote <i>cia</i> arancia <i>co</i> coca <i>cio</i> calcio <i>go</i> mango <i>gio</i> gioco

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Unit 11 Il Carnevale degli animali ('Carnival of the Animals')				
<ul style="list-style-type: none"> Animals and their habitats 	<ul style="list-style-type: none"> Giving a simple description (of animals and habitats) Telling the time on the hour Asking and answering simple questions 	<ul style="list-style-type: none"> Adverbs: formation with <i>-mente</i> Use of <i>l'</i> before a vowel 	<ul style="list-style-type: none"> <i>Dove abiti?</i> <i>Abito a..</i> <i>veloce, lento</i> <i>rapidamente, lentamente, piano, forte</i> <i>Che ore sono? Che ora è?</i> <i>L' una, le due, le tre...</i> 	<ul style="list-style-type: none"> <i>chi</i> picchio, tacchino <i>ci</i> cigno, cicala animal sounds in Italian miao, bau, coccodé
Unit 12 Che tempo fa? (What's the weather like?)				
<ul style="list-style-type: none"> Weather Clothing 	<ul style="list-style-type: none"> Describing the weather Revision of numbers up to 40 Saying the temperature (plus and minus) Saying the date 	<ul style="list-style-type: none"> Complex sentences starting with a clause using <i>Quando...</i> 	<ul style="list-style-type: none"> <i>Neve, gela</i> <i>Quando...hai bisogno di...</i> <i>Meno/ piú cinque (gradi)</i> <i>Martedì 5 giugno, etc</i> <i>Il 5 giugno, etc</i> 	<ul style="list-style-type: none"> <i>gn</i> giugno <i>gli</i> luglio <i>chi</i> occhiali <i>sci</i> sciarpa

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Framework objectives	Units					
	1	2	3	4	5	6
Oracy						
03.1		●	●	●	●	●
03.2	●	●	●	●	●	●
03.3	●	●	●	●	●	●
03.4	●	●			●	●
Literacy						
L3.1	●	●	●	●	●	●
L3.2	●					●
L3.3		●	●	●	●	●
Intercultural understanding						
IU3.1	●					
IU3.2	●			●		●
IU3.3	●					●
IU3.4		●	●	●		●

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Framework objectives	Units					
	7	8	9	10	11	12
Oracy						
04.1	●		●	●	●	●
04.2	●	●	●	●	●	●
04.3	●	●	●		●	●
04.4	●	●		●	●	●
Literacy						
L4.1	●		●	●	●	●
L4.2	●					●
L4.3	●	●	●	●		●
L4.4	●		●	●	●	
Intercultural understanding						
IU4.1					●	
IU4.2	●	●		●		
IU4.3			●			
IU4.4	●					