
About the unit

In this unit children listen and respond to a well-known Italian song. The song used here is *Ci vuole un fiore* ('You need a flower'), but you can substitute an alternative. Children learn or extend their knowledge of numbers to 20 and play familiar playground games. They follow simple instructions for making a game of Conkers, although you can choose a different activity in which children listen to instructions and respond to them. Children learn how to talk about their favourite games.

Where the unit fits in

If they have already done Unit 1, children consolidate and extend their number work, and combine numbers with nouns to make simple plurals. They recognise and respond to sound patterns and words. They play games to help them remember new language. They begin to experiment with the writing of familiar words. Children have opportunities to work cooperatively in pairs and small groups.

Prior learning

It is helpful if children already know:

- the numbers 1–10 (covered in Unit 1)
- playground clapping games
- how to play Simon Says (*Simone dice*).

New language

- Numbers 11–20
- Simple instructions
- Expressing preference
- Singular and plural nouns
- Phonic focus: *r /r/*; *ce –ci /tʃe/ /tʃi/*; *z /dz/ /ts/*; *v /v/* and *u /u/*;
- Revision of *ch /k/* and *gn /ɲ/*

Resources

- Song and words for *Ci vuole un fiore* (see 'Points to note')
- Flashcards or props to represent characters in the song
- Digit cards 1–9
- Conkers, modelling clay, string and a tool to make a hole in the clay
- Picture cards for instructions on making a Conkers game (for children needing extra support)
- Flashcards for popular playground games
- Mini-whiteboards

Links with other subjects

Primary framework for literacy: extend their vocabulary, exploring the meanings and sounds of new words (foundation stage); read high- and medium-frequency words independently and automatically; listen to others in class, ask relevant questions and follow instructions (year 2).

Primary framework for mathematics: use bar charts to represent results.

Music: identify and respond to sound patterns in language; listen with attention to detail and internalise and recall sounds with increasing aural memory.

PSHCE: think about the lives of people living in other places and people with different customs.

Expectations

At the end of this unit

most children will: know a well-known children's song in Italian; understand numbers 1–20 and use some of these out of sequence; begin to understand about simple plurals and pronounce these correctly; respond to spoken instructions to make a game; begin to develop skills in communicating in Italian in pairs and groups; recognise some familiar words in written form; experiment with writing simple words; pronounce some sounds of Italian

some children will not have made so much progress and will: join in with a song or game by making a physical response or showing a flashcard; respond to questions or instructions with support from visual clues; recognise numbers 1–20; identify common nouns when these are repeated several times

some children will have progressed further and will: sing a song from memory, with clear pronunciation; sequence number words to 20 and write some of them from memory; sequence written instructions; take the lead in using previously learnt language to devise a new game

Language

Core language

Undici, dodici, tredici, quattordici, quindici, sedici, diciassette, diciotto, diciannove, venti.

11–20

Quanti?

How many?

(Io) preferisco...

I prefer...

Additional language for this unit

For the song *Ci vuole un fiore* see Section 1

un'oca

a goose

il calcio

football

saltare alla corda

skipping

saltare l'elastico

elastic skipping

acchiapparella

Tag

nascondino

Hide and Seek

scoubidou

Scoubidou

giocare a campana

to play Hopscotch

Additional language for teachers

La canzone

the song

Fate / Fai l'azione per...

Do (plural / singular) an action for...

Andiamo a giocare a campana

We're going to play Hopscotch

Saltate / Salta

Jump (plural / singular)

Dite / Di'

Say (plural / singular) the number

Battete / Batti le mani

Clap (plural / singular) your hands together

Avete / Hai bisogno...

If doing the game of Conkers in Section 4:

You need (plural / singular)...

una castagna

a conker

spago

some string

un succhiello (trapano a mano)

a drill

Prendete / prendi...

Take (plural / singular)...

Fate / fai un buco

Drill (plural / singular) a hole in

nella castagna

the conker

Infilate / infila...

Thread (plural / singular)...

Trovate / Trova un compagno (un bambino / una bambina)

Find (plural / singular) a (boy / girl) partner

Colpite / Colpisci

Hit (plural / singular)

la castagna del vostro / tuo

With your conker, hit your (plural / singular)

compagno con la vostra / tua castagna

partner's conker

Simone dice

Simon Says

Chi vuole? (preferisce...?)

Who prefers... ?

Volete / Vuoi...(Preferite / Preferisci...)

Do you prefer... ?

o

or

Qual è il vostro / tuo gioco preferito?

What is your favourite game?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. An Italian song			
<ul style="list-style-type: none"> •to listen and respond to simple rhymes, stories and songs (O3.1) •to recognise and respond to sound patterns and words (O3.2) •to make direct or indirect contact with the country where the language is spoken (IU3.4) •to use gesture or mime to show they understand (LLS) 	<ul style="list-style-type: none"> • Play or sing <i>Ci vuole un fiore</i> ("You need a flower") and point to a flashcard or prop as each noun is sung (see next activity for words). Can children understand any of the words? Invite them to listen again and put their hands up every time they understand a word. • Show a flashcard or prop as you say each new noun e.g., <i>un tavolo</i> (a table), <i>il legno</i> (the wood), <i>il seme</i> (the seed), <i>il frutto</i> (the fruit), <i>il fiore</i> (the flower), <i>i segreti</i> (the secrets), <i>il ramo</i> (the branch), <i>il monte</i> (the mountain), <i>la terra</i> (the land), <i>il bosco</i> (the wood) • Repeat, with children saying the words after you. • Reinforce by playing games such as Kim's Game (see Unit 1, Section 4). • Focus on the sound <i>gn</i> (legno). Compare this with <i>signore</i> / <i>signora</i> and then add <i>legno</i> to the class word bank. • Sing the song with children holding hands and going around in a circle as they sing. One half of the class can sing the first four lines and the other half can sing the last four. • Extension: Draw pictures of the new vocabulary with labels for a class display. 	<ul style="list-style-type: none"> • listen with care • identify specific words • identify sounds that are the same as or different from English • know a well-known Italian song 	<ul style="list-style-type: none"> • There are different versions of this song in Italian. You can find these by entering the title into an Italian internet search engine (http://www.youtube.com/watch?v=WkhwIXI6Gw0&feature=related). You can also download pictures to illustrate the song and incorporate them into an interactive whiteboard presentation. A foreign language assistant or native speaker could record the song into the presentation. • One version of the song is: Ci vuole un fiore Lyrics by Gianni Rodari – Music by Sergio Endrigo <i>Le cose di ogni giorno raccontano segreti A chi le sa guardare ed ascoltare Per fare un tavolo ci vuole il legno Per fare il legno ci vuole l'albero Per fare l'albero ci vuole il seme Per fare il seme ci vuole il frutto Per fare il frutto ci vuole il fiore Ci vuole un fiore, ci vuole un fiore Per fare un tavolo ci vuole un fiore</i> <i>Per fare un tavolo ci vuole il legno Per fare il legno ci vuole l'albero Per fare l'albero ci vuole il seme Per fare il seme ci vuole il frutto Per fare il frutto ci vuole il fiore Ci vuole un fiore, ci vuole un fiore Per fare un tavolo ci vuole un fiore</i> <i>Per fare un fiore ci vuole un ramo Per fare il ramo ci vuole l'albero Per fare l'albero ci vuole il bosco</i>

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			<p><i>Per fare il bosco ci vuole il monte Per fare il monte ci vuol la terra Per far la terra ci vuole un fiore Per fare tutto ci vuole un fiore</i></p> <p><i>Per fare un fiore ci vuole un ramo Per fare il ramo ci vuole l'albero Per fare l'albero ci vuole il bosco Per fare il bosco ci vuole il monte Per fare il monte ci vuol la terra Per far la terra ci vuole un fiore Per fare tutto ci vuole un fiore</i></p> <p><i>Per fare un tavolo ci vuole il legno Per fare il legno ci vuole l'albero Per fare l'albero ci vuole il seme Per fare il seme ci vuole il frutto Per fare il frutto ci vuole il fiore Ci vuole un fiore, ci vuole un fiore Per fare tutto ci vuole un fiore... Per fare tutto ci vuole un fiore...</i></p> <hr/> <p>We need a flower Lyrics by Gianni Rodari – Music by Sergio Endrigo</p> <p>Everyday things tell secrets For who can look at and listen to them.</p> <p>To make a table we need some wood to make some wood we need a tree to make a tree we need a seed to make a seed we need a fruit to make a fruit we need a flower we need a flower, we need a flower, to make a table we need a flower.</p> <p>To make a flower we need a branch</p>

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			<p>to make a branch we need a tree to make a tree we need a forest to make a forest we need a mountain to make a mountain we need some earth to make some earth we need a flower and to make everything we need a flower.</p> <p>To make a table we need some wood to make some wood we need a tree to make a tree we need a seed to make a seed we need a fruit to make a fruit we need a flower we need a flower, we need a flower, and to make everything we need a flower.</p> <ul style="list-style-type: none"> • Follow-up: Throughout the week, children can listen to the song and join in. They can act out the song. • Accept physical responses from children who are not ready to respond verbally.
Section 2. Numbers 1–10			
<ul style="list-style-type: none"> • to listen and respond to simple rhymes (O3.1) • to recognise and respond to sound patterns and words (O3.2) • to recognise and apply simple agreements e.g., gender, singular, plural (KAL) • to play games to help to remember (LLS) 	<ul style="list-style-type: none"> • Introduce (or revise) pronunciation and aural recognition of numbers 1–10 through games, songs and activities such as asking children to make their whole body into the shape of a given number (see Unit 1 for more ideas). • Recap the new words (e.g. <i>legno</i>, <i>frutto</i>) from the previous session. Show the written form of <i>legno</i> and ask the children what surprises them about it. • Teach <i>Quanti?</i> (How many?) and combine numbers with nouns in the song. Highlight the pronunciation of plural words and compare with English. • Play hopscotch with digit cards. Children say the numbers on which they land in Italian. • In small groups, children arrange digit cards (1–9) in a 3x3 grid on the floor. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to 	<ul style="list-style-type: none"> • pronounce numbers 1–10 accurately • begin to recognise that, when simple plurals are made, the pronunciation of the noun remains the same • use their knowledge of numbers 1–10 to play a game 	<ul style="list-style-type: none"> • Follow-up: Play games throughout the week to reinforce knowledge of numbers 1–10. • Follow-up: Ask children to suggest playground games that involve using numbers and encourage them to play these in Italian. • Follow-up: Ask quick-fire questions to send children out to play or lunch, for example hold up some pencils and ask <i>Quante matite?</i> (How many pencils?)

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	<p>another number and calls it out (then moves away). The game continues with other children in the group following the sequence and adding their own number. If you don't have much space, children could play at their tables and point to the numbers.</p> <ul style="list-style-type: none"> • Show numbers to 10 in written form. The children can play detective over the next few lessons and work out when a <i>c</i> is pronounced /tʃ/ in <i>cinque, dieci, undici, dodici, tredici...</i> and when is pronounced /k/ in <i>bosco</i>. • Extension: Children read and sequence number words to 10. They practise writing these from memory. 		
Section 3. Clapping games			
<ul style="list-style-type: none"> • to listen and respond to simple rhymes, stories and songs (O3.1) • to recognise and respond to sound patterns and words (O3.2) • to perform simple communicative tasks using simple words, phrases and short sentences (O3.3) • to imitate pronunciation (KAL) • to repeat words rhythmically (LLS) 	<ul style="list-style-type: none"> • Revise numbers 1–10 using games, songs and activities from previous sessions. • Ask children to talk about counting-out rhymes that they know and use in the playground. Invite a group of children to the front of the class and say the following rhyme (about counting elephants) as you count around the group: <i>un elefante, due elefanti, tre elefanti, quattro elefanti, cinque elefanti, sei elefanti, sette elefanti</i> and so on. Highlight the significance of the increasing numbers pointing the group of children involved in the rhyme. • Practise the sound <i>r /r/</i> and ask the children if they know a number containing that sound (<i>tre, quattro</i>). • Practise the rhyme as a class. • Ask children to demonstrate clapping games they have played in the playground. • Show a simple clapping game with numbers to 10 in Italian and teach it to the class. In pairs, children create their own clapping games and perform them to the class. • Extension: Children create their own counting-out games. 	<ul style="list-style-type: none"> • pronounce numbers 1–10 accurately • use newly learnt vocabulary to create a playground game • perform their game with confidence 	<ul style="list-style-type: none"> • When children play their own clapping games, ensure that they say the numbers out loud in Italian. • Follow-up: Children teach their clapping game to the class. • Follow-up: If the school has a Italian-speaking partner school, exchange counting-out rhymes. • Follow-up: Play a circle game where a volunteer chooses an action and a number (in Italian). The rest of the class repeat the action the corresponding number of times.

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Section 4. Making a game of Conkers			
<ul style="list-style-type: none"> • to listen attentively and understand instructions, everyday classroom language and praise words (O3.4) • to hear main word classes (KAL) • to use a physical response (LLS) • to use the context of what they see to determine some of the meaning (LLS) 	<ul style="list-style-type: none"> • Invite children to listen as you demonstrate and give simple instructions for making a game of Conkers, using real conkers or modelling clay (see 'Additional language for teachers'). • Call out some of the instructions e.g., <i>Prendete</i> (Take) and <i>Infilate</i> (Thread), and children do a mime. Then invite individual children to give an instruction for you and the rest of the class to mime. • Focus on the <i>gn</i> /ɲ/ sound in <i>castagna</i>, <i>legno</i>. Remind the children of the action for this sound (see Unit 1, Section 2) and add <i>castagna</i> to the <i>gn</i> page of the word bank. • Play <i>Simone dice</i> (Simon Says) to practise instructions. • Using real conkers or modelling clay, children follow your instructions and make a conker on a string. • Provide extra support for children working with another adult, such as a teaching assistant, by making some picture cards with the instructions for making the Conkers game. • Extension: Children put a set of written instructions for making the game into the correct sequence. 	<ul style="list-style-type: none"> • use physical response, mime and gesture to show they understand a series of instructions • use clues such as mime to help them with meaning 	<ul style="list-style-type: none"> • Instead of the game of Conkers, a different activity could be chosen where children listen and respond to instructions. The learning objectives and outcomes would remain the same. • An interactive whiteboard presentation can show the steps involved in making the game. If a native speaker is available, he or she can record the instructions so that the children can listen as well as see pictures (taken with a digital camera). • Link in with literacy work: The first activity links with year 1 and year 2 work on listening to instructions and following instructions accurately. The extension activity links with year 3 work on creating texts using the structures of non-narrative text types (instructions). • Follow-up: Throughout the week, play <i>Simone dice</i> to practise instructions.

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Section 5. Numbers to 20			
<ul style="list-style-type: none"> to recognise and respond to sound patterns and words (O3.2) to imitate pronunciation (KAL) to play games to help remember (LLS) to practise saying new words aloud (LLS) 	<ul style="list-style-type: none"> Revise numbers 1–10 (see Unit 1, Section 5) and introduce numbers 11–20. Practise pronunciation and discuss with children how numbers 16–19 are formed. Practise counting up and down from 11–20. Play Number Ping Pong where you ‘bat’ a number to the class and they ‘bat’ the same number or the number above or below back to you. Some children may prefer to show recall of numbers by holding up a digit card. Count up from 11–20 using odd and then even numbers only. Dictate numbers for children to write in the air with different body parts. Discuss with children which numbers they find difficult to remember and their ideas for strategies that might help them. Sing the song <i>Un elefante...</i> remind the children of the letters that make the sound <i>gn /ɲ/</i> in <i>ragnatela</i> Extension: Play <i>Tombola</i> (Bingo) with numbers 10–20. 	<ul style="list-style-type: none"> begin to know numbers 11–20 in sequential order understand that there may be different ways of writing a particular sound in Italian, just as in English 	<ul style="list-style-type: none"> Follow-up: Use activities from previous sessions to reinforce pronunciation and recall of numbers 11–20. <p><i>Un elefante si dondolava...:</i></p> <p><i>Un elefante si dondolava sopra il filo di una ragnatela e ritenendo la cosa interessante andò a chiamare un altro elefante...</i></p> <p><i>Due elefanti si dondolavano sopra il filo di una ragnatela e ritenendo la cosa interessante andarono a chiamare un altro elefante...</i></p> <p><i>Tre elefanti si dondolavano sopra il filo di una ragnatela e ritenendo la cosa interessante andarono a chiamare un altro elefante...</i></p> <p>...</p> <ul style="list-style-type: none"> Use an Italian internet search engine to find a recording with the melody of this traditional marching song.

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Section 6. Favourite playground games			
<ul style="list-style-type: none"> to perform simple communicative tasks using single words, phrases and short sentences (O3.3) to recognise some familiar words in written form (L3.1) to experiment with the writing of simple words (L3.3) to use actions and rhymes and play games to aid memorisation (LLS) to make indirect or direct contact with the country / countries where the language is spoken 	<ul style="list-style-type: none"> Practise counting from 1–20. Play <i>Mostratemi</i> (Show Me) with digit cards or number fans. Introduce and display on the board the names of popular playground games, such as <i>il calcio</i> (football), <i>saltare alla corda</i> (skipping), <i>giocare con l'elastico</i> (elastic skipping), <i>acchiapparella</i> (Tag), <i>Scoubidou</i> (Scoubidou) and <i>nascondino</i> (Hide and Seek), through mimes or flashcards. Model (<i>Io preferisco... il calcio</i>) and invite children to repeat. Practise with other playground games. Ask differentiated questions to ascertain children's favourite playground games: <i>Chi vuole (preferisce)? (tu) preferisci nascondino o il calcio? Qual è il tuo gioco preferito?</i> (Who prefers... ? Do you prefer Hide and Seek or football? What is your favourite game?) Keep a tally of children's preferences and count the results in Italian. From children not ready to give a verbal response, accept a mime or holding up a digit card in response to your question. Reinforce sound and spelling links by showing the written words for the playground games as you say them. Give individual text cards to children needing extra support. Children draw a picture to illustrate their favourite playground game and copy (<i>Io preferisco il calcio</i>, etc). Extension: Children take part in a survey about their favourite playground games and create a bar chart of the results. Ask them questions about it e.g., <i>Quanti bambini preferiscono il calcio?</i> (How many children prefer football?) Show the written words for numbers 11–20 and focus on the /tʃ/ sound made by the letter c. 	<ul style="list-style-type: none"> pronounce numbers 11–20 with increasing accuracy answer simple questions about favourite playground games recognise some familiar words when they see them written understand that words for some playground games occur in both Italian and English, although they may not sound the same 	<ul style="list-style-type: none"> Grammar point: Since the endings of conjugated verb forms indicate person and number, subject pronouns (<i>io, tu...</i>) may be omitted in Italian except when necessary. It is important that children learn to notice that it is the verb ending that indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.) For the fourth activity, you could use a graphics package appropriate to year 3 to record children's preferences in Italian. Follow-up: Throughout the week, practise numbers 1–20. Follow-up: Find out about playground games played in other countries by inviting foreign language assistants or speakers of other languages into the classroom. Follow-up: Share information about playground games with a partner school abroad. Follow-up: Play the phoneme–grapheme running game to reinforce the sound-spelling links. Stick large cards around the room with the letter(s) corresponding to the phonemes practised so far (<i>r /r/; ce–ci /tʃe/ /tʃi/; z /dʒ/ /ts/; v and u /u/; ch /k/ and gn /ɲ/</i>). Call out a sound and the children must run to the corresponding card. Progress to calling out words containing those sounds.

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	End-of-unit activities		
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Create a labelled display of playground games. Add bar charts comparing children's preferences of playground games. If the school has a link abroad, this information can be requested from the link school and included. Children film playground games, clapping games and counting-out rhymes to send to a partner school. Children perform or teach a playground game or counting-out game in assembly. 	<ul style="list-style-type: none"> use Italian for real purposes to communicate information 	<ul style="list-style-type: none"> Children can use ICT to record, display and, if appropriate, send information. Handheld video cameras will record the games and be used to record children's achievements, as well as to share with a partner school abroad.