
About the unit

In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using quarter-hours and minutes. They revise some adjectives to describe appearance.

Where the unit fits in

In this unit children consolidate work on the time (Units 11 and 15). They begin to use extended descriptions of people and share this information, in written form, with other members of the school community.

Prior learning

It is helpful if children already know:

- *ecco qui*
- some places around the school
- *io leggo / mangio / gioco / faccio*
- *in piedi!*
- how to tell the time on the hour and half-hour
- adjectives to describe people's appearance e.g., hair / eye colour.

New language

- Making statements (about everyday school routines)
- Telling the time using quarter-hours and minutes
- Making statements (about people in school)
- *Andare, Correre* (irregular): *io vado / io corro*
- Verbs, regular and irregular: *io* form of present tense (revision)
- Adjectives: masculine plural agreement and position (revision)
- Phonic focus: *chi-che* /ki/ /ke/ ; *gn* /ɲ/ ; *gl* /gl/ ; *gli* /ʎ/ + vowel (*vocale*)

Resources

- Large-sized photographs of places in the school
- Double sets of small-sized photos of places in the school for a matching game
- Dictionaries
- Photographs of places in an Italian school and a selection of sentence cards to describe them
- Envelopes for photographs and sentence cards
- Two dice
- Large clock face
- Small clock faces
- Statement cards about the school day
- Flashcards with symbols of school subjects
- Slips with partial written statements
- Envelopes with sets of clues about people in school

Links with other subjects

Primary framework for literacy: make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose; analyse and evaluate how speakers present points effectively through use of language and gesture

Primary framework for mathematics: use vocabulary related to time; read the time to the hour (year 1)

PSHCE: meet and talk with people, for example people who work in the school

Expectations

At the end of this unit

most children will: understand the Italian for, and speak about, some school subjects and places around school; use verbs correctly in the third person singular to describe someone; write short sentences that include descriptions

some children will not have made so much progress and will: understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases

some children will have progressed further and will: write a description of everyday school activities and speak accurately about these; give extended descriptions of people around the school in accurate Italian, with some attention to verb endings and adjectival agreement

Language

Core language

<i>l'aula</i>	the classroom
<i>l'entrata principale</i>	the main entrance
<i>il cortile</i>	the playground
<i>il campo sportivo</i>	the sports field
<i>io cerco</i>	I'm looking for
<i>io corro</i>	I run
<i>io lavoro</i>	I work
<i>qui</i>	here
<i>là</i>	there
<i>Sono le due e un quarto,</i>	It is a quarter past,
<i>Meno un quarto</i>	a quarter to two
<i>Sono le due e cinque, dieci,</i>	It is five, ten, twenty,
<i>Venti, venticinque</i>	twenty-five past two
<i>È l'una e trentacinque</i>	It is one thirty five
<i>Sono le due meno venti, dieci, cinque</i>	It is twenty, ten, five to two
<i>il pranzo</i>	lunchtime
<i>il maestro / la maestra</i>	the teacher (m/f) general term primary school teacher (m/f) (Italian children use <i>maestro</i> or <i>maestra</i> plus first name)
<i>lui / lei ha</i>	he / she has...

Additional language for this unit

<i>l'atrio</i>	the hall
<i>la biblioteca</i>	the library
<i>la cucina</i>	the kitchen
<i>la segreteria</i>	the office
<i>il parcheggio</i>	the car park
<i>l'aula insegnanti</i>	the staff room
<i>l'asilo nido</i>	the nursery
<i>l'inizio della giornata</i>	start of school (lit. the start of the day)
<i>la ricreazione / l'intervallo</i>	playtime
<i>l'appello (m)</i>	registration
<i>la fine della giornata</i>	home-time (lit. the end of the day)
<i>il dirigente (m)</i>	the headteacher (m/f)
<i>il bidello (m)</i>	the caretaker (m/f)
<i>la segretaria</i>	the secretary (m/f)
<i>l'inserviente (m/f)</i>	the dinner lady
<i>il cuoco / la cuoca</i>	the cook (m/f)
<i>i capelli biondi, neri, rossi, castani</i>	blonde / black / red / brown hair
<i>gli occhi blu, castani, verdi</i>	blue / brown / green eyes

Additional language for teachers

<i>Chiudete / chiudi gli occhi</i>	Close (plural / singular) your eyes
<i>Aprite / aprì gli occhi</i>	Open (plural / singular) your eyes
<i>Ho i capelli...</i>	I have... hair
<i>Ho gli occhi...</i>	I have... eyes
<i>Chi è?</i>	Who is it?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Places in our school			
<ul style="list-style-type: none"> • to recognise patterns in the foreign language (KAL) • to use a dictionary (LLS) 	<ul style="list-style-type: none"> • Stick photographs of some places in the school on the board, explaining what each one is. Start with some familiar places e.g., <i>Ecco il campo sportivo, il giardino, il cortile, i bagni</i>. Then introduce some new places e.g., <i>Ecco l'atrio</i> (the hall), <i>l'aula</i> (the classroom), <i>la biblioteca</i> (the library), <i>la cucina</i> (the kitchen), <i>l'entrata principale</i> (the main entrance), <i>il parcheggio</i> (the car park). Then turn them over. Alternatively, use images on the interactive whiteboard and then hide them. • Explain to children that they are going to do a five-minute challenge. Write the names of the places on the board and ask children to work with a talk partner to decide what they think each word means in English. Encourage them to use a dictionary to cross-check. • Invite feedback and ask children how they identified the words. Encourage them to see that there are words e.g. <i>l'entrata, il parcheggio</i>; that are similar in Italian and in English and to use their existing knowledge of Italian words e.g., <i>grande, sport</i>, to help them find the meaning. • Reveal the photographs again and children say the words after you in chorus. Invite a volunteer to come to the front. Say, for example, <i>Sto cercando l'aula</i> (I'm looking for the classroom). The child touches the correct photo and says <i>Ecco l'aula</i>. Repeat with other volunteers. Ask individual children to come out and take the teacher's role. • Children play Pelmanism in pairs with double sets of small-sized photographs of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, for example, <i>Sto cercando l'entrata principale</i>. The second player turns over a photo and says <i>ecco + the name of that room</i>. If the photos match, the second player keeps the pair; otherwise they are placed back face down on the table. The winner is the player with the most matching pairs. • Extension: Children use a dictionary to find names of other places around the school to put in a word bank. Remind the children to use their knowledge of phoneme–grapheme correspondence to help them pronounce the new words. • Extension: Children play a memory game where each child says a new word or phrase that they remember from the lesson. As an extra challenge, ask children to recall the words or phrases that other children said. They share their strategies for remembering vocabulary. 	<ul style="list-style-type: none"> • share strategies for remembering new vocabulary • use a dictionary to cross-check English meanings 	<ul style="list-style-type: none"> • If children are going to make a digital video at the end of this unit, tell them they are going to produce a video of the school. They will send this to their partner school, and will need to remember the new language to put into their script. • Follow-up: Throughout the week, refer to places in the school by their Italian names. • Follow-up: Children take digital pictures of places in the school and label these for a display. • If the school has a partner school in Italy, send a labelled plan of the school with photos and captions. • The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.

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Section 2. Tour of our school			
<ul style="list-style-type: none"> • to understand longer and more complex phrases or sentences (O6.3) • to read and understand the main points and some detail from a short written passage (L6.1) • to write sentences on a range of topics using a model (L6.4) • to compare attitudes towards aspects of everyday life (IU6.1) • to use knowledge of word order and sentence construction to support the understanding of the written text (KAL) 	<ul style="list-style-type: none"> • Stick some photographs of places around the school on the walls. Keep others in your hands. Revise the names of the places on the walls by pointing and saying, for example, <i>Ecco qui l'aula</i> (There is the classroom) and <i>là c'è l'entrata principale</i> (Here is the main entrance) for those that you are holding. Ask children to identify the difference between <i>ecco qui</i> and <i>là</i>. Give children an imaginary (or real) tour of the school, pointing out the different places. When you say <i>ecco qui</i>, they point near to them and when you say <i>là</i>, they point across the room / further away. At the same time, draw their attention to the language structures <i>qui</i> and <i>là</i> (here and there). Encourage children to start using this language for themselves when they are moving around the school for different activities e.g., assembly or break time. • Revise some known activities by giving children an action to copy as you say the phrase e.g., <i>io leggo, mangio, gioco</i>. Add some new ones e.g., <i>io corro</i> (I run) and <i>io lavoro</i> (I work). Children can then take on the teacher's role and mime an action, while their classmates work out which verb phrase they need to match. • Explain to children that they are going to take a visitor on an imaginary walk around some places in school and say the activities that they do in each area. Ask children to stand up (<i>In piedi! Stand up!</i>) and to listen, repeat and mime as they pretend to walk around school e.g., <i>Ecco la biblioteca. Qui, io leggo</i> (Here is the library. I read here), <i>Là c'è l'atrio. Là io mangio</i> (There is the hall. I eat there). Alternatively, show the photos used at the start of the unit again, and get children to complete sentences e.g., <i>Ecco l'aula. Qui io...</i> • Show children a variety of photos from an Italian school, and discuss some of the differences between school life in Italy and in England. • Give each group of four children an envelope containing two pictures of places in an Italian school, a selection of sentences that introduce an area in the school and some that say what activity someone does there. Children look at the pictures and find the appropriate sentences to describe them. They arrange these to make a short written text. Ask some groups to show their pictures and read aloud their texts. • Children write their own short texts on a place in their school, using the above as a model. Some children will need the support of a writing frame. • Extension: Children take a photograph of the place in school that they wrote 	<ul style="list-style-type: none"> • describe some activities that take place in different areas of the school • recognise some similarities and differences between Italian and English schools 	<ul style="list-style-type: none"> • Follow-up: Throughout the week, children play <i>Indovina chi / che cosa?</i> Guess who / what? to practise the activities. • Either obtain photographs of school from your Italian-speaking partner or look at Italian primary schools' websites. In an Italian school, children are likely to sit at individual desks in rows. They do not have so many displays as in an English primary school. They have a long break in the middle of the day but they stay at school. They do not have to wear a uniform in state schools. • Follow-up: Look in more detail at the similarities and differences between Italian and English schools. If the school is linked with an Italian-speaking one, swap photographs for children to discuss. These can be used in a class display with captions written by children. • Follow-up: If the school has a Italian-speaking partner school, children agree on a set of questions to send to their counterparts in order to elicit some views about their school. This may be done in English and views compared with their own. If the children will be making a video at the end of the unit, these are very good activities to help them think of their script. • You may need to prepare a template or writing frame on a word processor to make the task accessible to the

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	<p>about as illustration. Use this work as the basis of a display.</p> <ul style="list-style-type: none"> Ask children to use the photographs to spot any key differences and similarities between the Italian school and their own. 		<p>whole class. They can cut and paste words and phrases into a text box that describes a picture.</p>
Section 3. Activities around school			
<ul style="list-style-type: none"> to understand longer and more complex phrases or sentences (O6.3) to write sentences on a range of topics using a model (L6.4) to compare attitudes towards aspects of daily life (IU6.1) to use knowledge of words, text and structure to build simple spoken and written passages (KAL) to plan and prepare – analyse what needs to be done in order to carry out a task (LLS) 	<ul style="list-style-type: none"> Number six photos of an area in school (1–6) and six photos of activities in school (1–6). Divide the class into two teams. A child in the first team throws a dice and calls out the number. A second child rolls another dice and calls out that number. Children in the second team call out the corresponding area of the school and activity. If this combination makes sense, the team wins a point e.g., <i>Ecco la biblioteca. Qui io leggo</i>. If it doesn't make sense, the other team gets a point e.g., <i>Ecco l'atrio. Qui io mangio</i>. Play Clock Bingo to revise telling the time. Ask children to make a <i>Loto</i> card by drawing six clock faces showing times on the hour. Use these for a quick Bingo game. Use a large clock face as you model how to say the time on the quarter hour e.g., <i>sono le cinque e un quarto / meno un quarto</i> (It is quarter past / to five). Call out some times at random and children show you these on their own small clock face. Invite an individual child to call out a time and the class race to show this on their small clock face. The first child to show and then repeat the correct time becomes the caller for the next round. Model minutes past and to the hour, using five-minute intervals e.g., <i>Sono le cinque e cinque, dieci, un quarto, venti, venticinque, mezza</i> (It is five past, ten past, a quarter past, twenty past, twenty-five past, half past five) and <i>Sono le cinque e trentacinque, meno venti, meno un quarto, meno dieci, meno cinque</i> (It is twenty-five to, twenty to, a quarter to, ten to, five to five). Perform a Mexican Wave (see Unit 3, Section 5) around the class, going around the clock in five-minute intervals e.g., <i>Sono le due, sono le due e cinque</i>, etc. Explain to children that you are going to say some sentences in which you will use a time, an area in the school and an activity e.g., <i>Sono le due e un quarto. Ecco l'aula. Qui io lavoro</i>. (It is a quarter past two. Here is the classroom. I work here.) Ask children to listen carefully and only repeat if what you say makes sense. Use visuals to support less confident children. To consolidate the activity, show the pictures and texts on the interactive whiteboard. Give the children a few moments to read, before asking them whether the sentences make sense. 	<ul style="list-style-type: none"> give information about their school day that involves a time, a place and an activity create their own text to memorise and perform to the class 	<ul style="list-style-type: none"> A suggestion for starting a song to the tune of 'Nice one Cyril': <i>Sono le undici (It's eleven)</i> <i>Sono le undici (It's eleven)</i> <i>Ecco l'aula qui lavoro.</i> <i>(here is the class, here I work)</i> Alternatively, you can set the words to another simple tune. Ensure that children are in mixed-ability groups for pair and group work. Follow-up: Throughout the week, children write a simple diary to record times and activities e.g., <i>Lunedì, sono le undici, io leggo</i>. Follow-up: Take opportunities to say the time or places around school in Italian.

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	<ul style="list-style-type: none"> • Ask children to show on a small clock face or draw on their mini-whiteboard the time that you say. Invite them to work in pairs to create some sentences about school that involve that time, a place and an activity. • Give children the beginning of a song to the tune of 'Nice one Cyril' (see 'Points to note' for suggestions). Ask children to work independently or in groups to create their own verse. Some will benefit from having a phrase bank or photographs as prompts. Conduct the class and bring in each group to perform their verse. 		
Section 4. Everyday routines and school subjects			
<ul style="list-style-type: none"> • to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) • to read and understand the main points and some detail from a short written passage (L6.1) • to compare attitudes towards aspects of daily life (IU6.1) 	<ul style="list-style-type: none"> • In pairs, give children six statement cards about the school day. These should include a time, a place where an activity happens and an everyday school activity that is new to the children e.g., <i>Arrivo a scuola</i> (I arrive at school), <i>c'è l'appello</i> (It's registration), <i>c'è la ricreazione</i> (It's playtime), <i>c'è il pranzo</i> (It's lunchtime), <i>è la fine della giornata</i> (It's time to go home). An example of a statement: <i>Sono le nove. Ecco l'aula. C'è l'appello</i> (It is nine o'clock. Here is the classroom. It is registration.) Ask children to read the statements with their partner and put them into the correct order according to the time of day. Ask them to decide what the everyday routines are. Provide some children with picture cards to help them. • Stick onto the board a mixture of word cards with school subjects e.g., <i>italiano</i> (Italian), <i>ginnastica</i> (PE), <i>matematica</i> (maths), <i>scienze</i> (science), <i>inglese</i> (English) and everyday school activities. Point to each one and say the words. • Stick flashcards with symbols of the school subjects on the board as you say them and children repeat. Ask the children to close their eyes (<i>Chiudete gli occhi</i>) and remove a card. Ask them to open their eyes (<i>Aprite gli occhi</i>) and say which card is missing. Repeat, taking one card away each time until they can say all of the items from memory. • Name an everyday activity or school subject and ask children to suggest the nearest time when it usually happens e.g., <i>matematica – a che ora è? È alle nove o alle due?</i> When children are confident, invite a volunteer to take the teacher's role. • Revise the structure practised in the first activity, but incorporating school subjects e.g., <i>Sono le dieci. Ecco l'aula. C'è matematica.</i> (It is ten o'clock. Here is the classroom. It is maths.) • Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer each other's questions about the times of these 	<ul style="list-style-type: none"> • understand and describe simple school activities • understand and say some school subjects 	<ul style="list-style-type: none"> • Follow-up: Throughout the week, children play <i>Il gioco dell'orologio</i> (clock game) (See Unit 11, Section 3). • Follow-up: If the school is linked with an Italian-speaking partner school, children can compare their school day. • Follow-up: Discuss with children the structure of the Italian school week. In different regions, children may not go to school on Wednesdays but on Saturday mornings instead. Would the children prefer this? In molte scuole si lavora anche di sabato. Discuss the implications this may have on family life. Model an email with a writing frame that incorporates statements to follow a time. For example, <i>Sono le nove. C'è l'appello.</i> If the Italian children use the same structure for their return messages, the children will be able to read them with greater success and therefore enjoyment.

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	<p>lessons. They can use real or imaginary times.</p> <ul style="list-style-type: none"> • Extension: Children make posters with times and written captions to show a day's activities. 		
Section 5. Describing yourself			
<ul style="list-style-type: none"> • to understand the main points and simple opinions in a spoken story, song or passage (O6.1) • to perform to an audience (O6.2) • to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) • to listen for clues to meaning (LLS) 	<ul style="list-style-type: none"> • Revise the key adjectives used to describe appearance e.g., by referring to pictures of famous people / cartoon characters. • Explain to children that you are going to pretend to be another teacher who works at the school, and describe yourself. Give simple personal information, such as age, likes and dislikes, hobbies, hair and eye colour and role in the school. Ask children to write notes / jot down key words they hear on mini-whiteboards. • Hand out some partial written statements from the above description, ending with <i>Mi chiamo...</i> Individual children try to fill in the blanks using the notes they made on their mini-whiteboards. They then read out their description and complete it e.g., <i>Mi chiamo... Mr Smith.</i> • In pairs, children work on a description of another teacher. Give them key words on a prompt sheet to help. They should take it in turns to practise asking and answering the questions, and then try them out on the rest of the class. Can they guess who is being described? • Once pairs have performed their dialogue, the class suggest two good points and one for further improvement. • Extension: Children work with a partner to create a new conversation about a real or imaginary person and perform this to the class. • Extension: Children use familiar language to write a short piece about themselves. 	<ul style="list-style-type: none"> • listen attentively and understand key details from a spoken passage • develop a role-play and perform this to the class 	<ul style="list-style-type: none"> • For the extension tasks, some children may need a writing frame in order to complete the task successfully. • Follow-up: Throughout the week, play 20 Questions, where children ask questions to gain clues as to the identity of a famous person. • Follow-up: Throughout the week, give children one clue a day (in the first person singular) about a member of staff, child in the class or famous person. They try to solve the mystery identity. • Links with literacy work: The first and fourth activities link to year 3 drama work on presenting characters through dialogue to engage the interest of an audience. The first extension activity links to work in years 3 and 4 on sustaining talk. The second extension activity links to writing descriptions in year 3.
Section 6. Playing detectives			
<ul style="list-style-type: none"> • to understand the main points and simple opinions in a spoken story, song or passage (O6.1) • to understand longer and more complex phrases or 	<ul style="list-style-type: none"> • Explain to children that they are going to be detectives and find out who the key people in their school are. Show them a series of 'mysterious' words. They copy you by saying these in a 'mysterious' voice e.g., <i>il dirigente</i> (headteacher), <i>il maestro</i> (teacher), <i>il bidello</i> (caretaker), <i>la segretaria</i> (secretary), <i>l'insergente</i> (dinner lady), <i>la cuoca</i> (cook). Children guess who these people are. Use mime and gesture to help with meanings. 	<ul style="list-style-type: none"> • understand a description of someone in the third person singular • identify the roles of people around school 	<ul style="list-style-type: none"> • Some professions have masculine and feminine forms in Italian and these should be used if appropriate to the school e.g., <i>la dirigente</i>, <i>la maestra</i>, <i>la bidella</i>, <i>il segretario</i>, <i>il cuoco</i>.

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<p>sentences (O6.3)</p> <ul style="list-style-type: none"> to read and understand the main points and some detail from a short written passage (L6.1) to use context and previous knowledge to help understanding and reading skills (LLS) 	<ul style="list-style-type: none"> Play a version of <i>L'impiccato</i> (Hangman), using the question <i>Chi è?</i> (Who is it?) Ask children to guess the identity of three members of staff in turn. Each false guess means that another part of the hangman is drawn. Draw children's attention to the use of the third person singular (<i>lui / lei ha...</i>) instead of the first person singular (<i>ho...</i>) to describe four pieces of information. Firstly, hair colour e.g., <i>Lui / Lei ha i capelli biondi / neri / rossi / castani</i> (He / She has blonde / black / red / brown hair), then eye colour e.g., <i>Lui / Lei ha gli occhi blu / castani / verdi</i> (He / She has blue / brown / green eyes). Give children a third piece of personal information and then lastly their role in school. Invite the class to discuss what kind of information they needed to decide the identities of the members of staff and why the third person singular was used. Give each group of children an envelope in which there are sets of clues about a member of staff. Give one member of the group a card with the name and role in the school of the mystery person. They keep this secret. Give the groups five minutes to decide who this person is and write their name and role in the school on a mini-whiteboard. They can make as many guesses as they like within the five minutes until they get it right. The child with the answer card keeps a tally of how many guesses it takes. If possible, take a digital photograph of members of staff. Insert into an interactive whiteboard screen and draw round the photograph. Delete the photograph and let children recognise the staff from the outline. They can then say in Italian what colour the hair and eyes should be. They should gradually see a recognisable image of the person concerned. Children feed back, saying how many guesses it took and what clues helped them. 		<ul style="list-style-type: none"> Note that brown hair is <i>i capelli castani</i> and brown eyes are <i>gli occhi castani</i> in Italian. It may be helpful to use picture flashcards to improve children's understanding of the descriptions. Ensure that groupings allow all children to participate in activities. Follow-up: Throughout the week, give children a new clue every day about a member of staff so that they can work out the identity.

	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"> • Children collaborate to share their new knowledge around the school. They make a staff 'Who's who' board for the front entrance. They take digital photos and write captions of two or three short sentences about each person. • Some children make badges for members of staff with their roles in Italian. Others make door labels with people's photo, name and role. • Some children write pen portraits of staff for the school newsletter. They interview, in Italian, any members of staff with knowledge of the language and write this up for the newsletter. • Some children create illustrated 'wanted posters' of staff or of their classmates that are displayed around the school. • Children form film crews. They make a digital video of the school, deciding who will operate the camera and who will be the presenter. They then edit the video, using accessible software. They can share the video with a partner school abroad or with other schools in the local area. 	<ul style="list-style-type: none"> • construct short texts to disseminate information about staff around the school • present information in a variety of ways 	<ul style="list-style-type: none"> • Ensure that all children have a role to play in these end-of-unit activities. • If the school has an Italian partner school, ask them to email a quiz about some of their staff members. They send short pen portraits and photographs for children to match. Children email their answers to the partner school for checking. • Links with literacy work: The first activity links to work on writing captions from year 2 onwards. The third activity links to writing character portraits in year 5. • If the children have been involved in the digital photograph outline in Section 6, they can use the outline drawings of members of staff as 'identikit' pictures for the 'wanted' posters.