
About the unit

In this unit children learn to talk about entertainment such as fun fairs, theme parks, films and sport. They continue to gain confidence in manipulating numbers and extend their knowledge of telling the time to the 24-hour clock. They express opinions about activities and describe sporting heroes and film stars.

Where the unit fits in

This unit provides opportunities for children to exchange personal information within a new context. They consolidate their knowledge of descriptions (see Units 4 and 19) and express and justify opinions (see Unit 14). They practise *Mi piace* and *Non mi piace* (see Unit 6) and talk about sports (see Unit 10). They extend their knowledge of higher numbers (see Unit 9) and telling the time (see Units 11, 15 and 19).

Prior learning

It is helpful if children already know:

- numbers 50–100 in multiples of 10
- simple prices in euros
- how to tell the time
- how to describe someone
- *Mi piace, non mi piace*
- some sports
- *perché*
- how to express opinions.

New language

- Numbers 71–99
- Prices with higher numbers
- Expressing and justifying an opinion
- Making statements (about forms of entertainment)
- Telling the time using the 24-hour clock
- Imperatives: *first person plural* form
- *volere: (io) voglio, (tu) vuoi*
- *volere* + infinitive
- *volere: negative io non voglio*
- Phonic focus:
revision of phonemes *ce – ci* /tʃ/; *che – chi* /k/; *sci – sce* /ʃi/ – /ʃe/; *scie* /ʃe/;

Resources

- Images of a fun fair and theme park
- Online access to the websites of two Italian theme parks
- Phrases from a rap on strips of paper
- Number cards 61–100
- Picture flashcards of rides with prices in euros on the back
- Tickets for rides
- Props to represent film genres
- Word bank for expressing and justifying opinions on types of film
- The names of some popular films in Italian
- Envelopes with interview questions and responses
- Bilingual dictionaries
- Presentations about three sporting heroes from Italy
- Ball
- Children's access to the internet and equipment to make a multimedia presentation

Links with other subjects

Primary framework for literacy: appraise a text quickly, deciding on its value, quality or usefulness; understand how writers use different structures to create coherence and impact; understand and use a variety of ways to criticise constructively and respond to criticism.

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.

PSHCE: develop confidence and responsibility and make the most of their abilities; talk and write about their opinions, and explain their views

Expectations

At the end of this unit

most children will: say what activities they like and dislike and understand written information about some forms of entertainment; tell the time using the 24-hour clock; communicate with a partner, asking and answering simple questions; work with others to devise and perform a presentation, using structures learnt in the unit.

some children will not have made so much progress and will: respond with single words or short phrases to questions about whether or not they enjoy some forms of entertainment; copy or label, using single words or short phrases.

some children will have progressed further and will: use short sentences for asking and answering questions, using mainly memorised language; use higher numbers with increasing flexibility; give opinions about forms of entertainment and apply these spontaneously within other contexts; research new vocabulary from a dictionary and apply it accurately.

Language

Core language

<i>settantuno, settantadue, settantatré, etc</i>	71, 72, 73, etc	<i>il treno dei fantasmi</i> <i>la ruota panoramica</i>	the ghost train the big wheel
<i>ottantuno, ottantadue, ottantatré, etc</i>	81, 82, 83, etc	<i>divertente</i> <i>spaventoso</i> <i>veloce</i>	exciting frightening fast
<i>novantuno, novantadue, novantatré, etc</i>	91, 92, 93, etc		
<i>un uomo</i> <i>una donna</i>	a man a woman	<i>un biglietto per...</i>	one ticket for
<i>Che cosa ti piace / non ti piace?</i>	What do you like / hate?	<i>un film comico / romantico / poliziesco</i> <i>un film d'avventura / dell'orrore</i> <i>un cartone animato</i>	a funny / romantic / detective film an adventure / horror film a cartoon
<i>Vuoi giocare a rugby / netball / ping-pong?</i>	Do you want to play rugby / netball / ping-pong?	<i>Qual è il tuo film preferito?</i> <i>Il mio film preferito è...</i>	What is your favourite film? My favourite film is...
<i>Sì, voglio giocare</i> <i>No, non voglio giocare</i>	Yes, I want to play No, I don't want to play	<i>Di che colore sono i tuoi capelli e i tuoi occhi?</i>	What colour are your hair and eyes?

Additional language for this unit

<i>Proviamo</i>	Let's try
<i>Andiamo su</i>	Let's take / let's go on
<i>Saliamo su</i>	Let's go on
<i>un parco divertimenti</i>	theme park
<i>un luna park</i>	fun fair
<i>le giostre</i>	the rides
<i>le montagne russe</i>	the roller coaster
<i>la giostra</i>	the merry-go-round

Unit 22 – Qua e là (Out and about)

Additional language for teachers

<i>Visiteremo</i> <i>un parco divertimenti / un luna park</i>	We are going to visit a theme park / fun fair
<i>Le giostre</i>	the rides
<i>Costa...</i>	<i>That costs...</i>
<i>A che ora comincia il film?</i>	What time does the film start?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Theme park rides			
<ul style="list-style-type: none"> to understand the main points and simple opinions in a spoken story, song or passage (O6.1) to read and understand the main points and some detail from a short written passage (L6.1) to recognise and understand some of the differences between people (IU6.2) to use knowledge of word order and sentence construction to support the understanding of the written text (KAL) 	<ul style="list-style-type: none"> Display some images of fun fairs (<i>i luna park</i>) and theme parks (<i>I parchi divertimenti</i>) to set the scene. Introduce new language as a rap and accompany this with images or actions. Use the verbs, <i>Proviamo</i> (Let's try) and <i>Andiamo su / Saliamo su</i> (Let's go on) and fun fair rides such as <i>le montagne russe</i> (the roller coaster), <i>la giostra</i> (the merry-go-round), <i>il treno dei fantasmi</i> (the ghost train) and <i>la ruota panoramica</i> (the big wheel). Include adjectives such as <i>fantastico</i> (fantastic), <i>divertente</i> (exciting), <i>spaventoso</i> (frightening) and <i>veloce</i> (fast). See 'Points to note' for some ideas to get started. Display the rap on the board and read it aloud as a class. Assign each line to different pairs or groups of children. 'Conduct' them as they read out their line. Give pairs or groups of children some phrases from the rap on strips of paper. They use these phrases to create a new rap. Children read out their raps to the class. Visit an Italian theme park online. Allow children time to read for gist and ask them to tell you in English key information about rides, accommodation, food, etc. Give children the name of a second theme park in Italy. Ask them to search for its website and compare with the first theme park. They should investigate similarities and differences and think about these in relation to English theme parks. Encourage children to use dictionaries and remind them of literacy strategies for dealing with unknown and challenging texts. Provide children who need extra support with a guide of key words and images to look out for. Extension: Children find three more types of ride and create calligrams (word pictures) of these rides. Take feedback from the class. Allow them to discuss what they would like to see or do if they visited the theme park. Extension: Children create posters to advertise theme park rides. Extension: Children email an Italian theme park to request further information. 	<ul style="list-style-type: none"> access information from an authentic source online understand and re-organise a short text compare aspects of entertainment in England and Italy 	<ul style="list-style-type: none"> Some ideas for a rap to introduce new language: <i>Andiamo sulle montagne russe perché sono fantastiche!</i> <i>Proviamo la giostra perché è divertente!</i> <i>Saliamo sul treno dei fantasmi perché è spaventoso!</i> <i>(Let's take the roller coaster because it's fantastic!</i> <i>Let's try the merry-go-round because it's exciting!</i> <i>Let's go on the ghost train because it's frightening!)</i> Children can create a beat to accompany the rap with drums or other instruments. Follow-up: Throughout the week, practise the raps as a whole class and in pairs or groups. Information about theme parks in Italy can be found by entering '<i>parchi divertimenti</i>' into an Italian search engine. Follow-up: Children investigate other theme parks in Italy and report back to the class. Follow-up: Children create a wall display of Italian theme parks to visit. Link with literacy work: The first extension activity links to literacy work on designing persuasive posters in year 4.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 2. Higher numbers up to 100			
<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 recognise patterns in the foreign language (KAL) to make predictions based on previous knowledge (LLS) 	<ul style="list-style-type: none"> Revise numbers 50–100 in multiples of 10 e.g., by playing Bingo (see Unit 9, Section 3 for more ideas). Write the number 71 on the board. Explain to children that this is <i>settantuno</i>. Do the same with 72 (<i>settantadue</i>) and 73 (<i>settantatré</i>). Invite children to predict the Italian for numbers up to 80. Use the interactive whiteboard and present an extended version of the number board used in previous units. Make some coloured dots and cover up some of the numbers. Ask children to tell you what numbers are hidden and how they know. Show another slide with images of euro notes and coins. Move notes and coins into a rectangle on the screen and ask children to tell you how much there is. Alternatively, call out a price and ask children to move notes and coins to the value stated. Repeat with numbers 81–90 and 91–100. Play <i>Mostrami</i> (Show Me). Call out some higher numbers at random and children write them on their mini-whiteboards. Give each child a number card between 61 and 100. Call out a number and show the corresponding card. The child with that number waves his or her card. The class repeat the number with you. Call out five numbers between 61 and 100 in random order. Children with those numbers come to the front and organise themselves in numerical order. Invite a volunteer to read out the numbers. Some children may benefit from having cue cards (with a word and a figure) to show the first number in a sequence e.g., <i>settanta</i> (70), <i>ottanta</i> (80), <i>novanta</i> (90). Display some picture cards with a fairground or theme park ride on one side and a price in euros on the other. Show children a card with the price showing. Invite them to guess which ride is concealed on the other side by asking e.g., <i>Sono le montagne russe? È la giostra?</i> This may also be done on the interactive whiteboard. Find a website e.g. that of the <i>Duomo di Milano</i>: www.duomomilano.it. Ask children to use the calculator to work out the price. of a visit e.g., for two adults and three children to the terraces of the Duomo. They can subsequently work out what they will say if they buy the tickets. 	<ul style="list-style-type: none"> understand and say numbers 61–100 have some understanding of number patterns buy a ticket for a ride understand and say a price in euros 	<ul style="list-style-type: none"> Follow-up: Throughout the week, play <i>Tombola</i> (Bingo) or Number Ping-Pong. Follow-up: Throughout the week, children respond with numbers when the register is taken. Follow-up: Use Italian for numeracy warm-ups. The website of a famous Italian landmark e.g., Duomo di Milano.

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	<ul style="list-style-type: none"> • Model a role-play in which children come to the front to buy a ticket for a ride e.g., <i>Un biglietto per la giostra, per piacere. Costa 10 euro.</i> (A ticket for the ride, please. It's 10 €) • Extension: Children buy multiple tickets and ask the price e.g., <i>Dieci biglietti per le montagne russe, per piacere. Quanto costa?</i> (Ten tickets for the roller-coaster, please? How much is it?) <i>Costa 70 euro.</i> (it's 70 €, please) • Extension: Children investigate the euro exchange rate. Various websites offer an up-to-the-minute rate. 		

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Section 3. My favourite film			
<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 sentences (O6.3) to write sentences on a range of topics using a model (L6.4) to use knowledge of word and text conventions to build sentences and short texts (KAL) 	<ul style="list-style-type: none"> Show a prop connected to a genre of film and say the word with an appropriate facial expression or gesture. Children repeat e.g., <i>un film comico / romantico / poliziesco / dell'orrore / d'avventura / di fantascienza</i> (a funny / romantic / detective / horror / adventure film), <i>un cartone animato</i> (a cartoon). Call out a film genre and a volunteer finds the corresponding prop. Call out five film genres and a pair of volunteers finds the corresponding props and puts them in the order that you said. Children work in pairs. Partner A calls out up to four film genres. Partner B listens carefully and then mimes these in the correct sequence. Partner A watches carefully to check whether the mimes were in the right order. The class feedback on their strategies for remembering a sequence of language. Ask children to listen carefully to the words to describe genres and find two that rhyme (<i>comico</i> and <i>romantico</i>). Can they think of an adjective that would also rhyme (<i>fantastico, magnifico</i>)? Ask them to write the end of the word <i>fantastico</i> on their mini-whiteboards and then, with a partner, write <i>comico</i> and <i>romantico</i>. Allow children to discuss quietly the name of their favourite film with their partner. Model the question and answer <i>Qual è il tuo film preferito? Il mio film preferito è...</i> (What is your favourite film? My favourite film is...) Children sit in a circle. The first child asks the question and the next child gives an answer. He or she repeats the question to the third child, and so on. If you have another adult in the room, you might find it helpful to split the class into two circles. Revise adjectives to express opinions (see Section 1). Play the circle game again. Children extend their answers to say, for example, <i>Il mio film preferito è... perché è fantastico</i>. Children work with a partner to write some sentences about their favourite films on a mini-whiteboard. Give them a word bank as a prompt. Children read aloud their sentences to the class. Extension: Children create a poster for their favourite film. They can download images from the film to make a collage for their poster. 	<ul style="list-style-type: none"> identify phrases to describe types of film give an opinion about a type of film and can justify this ask someone about their favourite film 	<ul style="list-style-type: none"> Some children find it helpful to have question and response prompt cards when creating dialogues. In this section, give one card a question mark and the word <i>Qual</i>. Give the other an exclamation mark and the first three words of the response: <i>Il mio film preferito</i>. Follow-up: Throughout the week, play Charades and children guess the film genre. Links with literacy work: The first extension activity links to literacy work on designing posters using linguistic features in year 4. The second extension activity links to writing reviews in year 4. Follow-up: Revise the phoneme-grapheme correspondences, <i>ce / che, ci / chi, sci, sce, scie</i>. Can they work out how to pronounce them? Play a sorting game based on the above work. In groups the children are given a set of word cards (<i>celebre, veloce, racchetta, calcio, chiuso, sci, scivolo, scena, fantascienza, fantastico</i>). Ask the children to sort the cards according to phonemes they have in common (not necessarily endings). Next, allow the children to sort the cards in other ways and encourage them to give reasons e.g., months, jobs, places, nouns, adjectives. This could be played in the hall using hoops. Alternatively, you call a category and the children race to

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	<ul style="list-style-type: none"> Extension: Children write a simple review of their favourite film. 		sort their cards accordingly e.g., syllables, phonemes, professions.
Section 4. Interview with a film star			
<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 everyday life (IU6.1) to recognise and understand some of the differences between people (IU6.2) to devise questions for authentic use (KAL) 	<ul style="list-style-type: none"> Display the Italian titles of three or more popular films on the board and invite children to work out the English titles. If they need more support, give them the titles in English and ask them to match these with the Italian. Show an Italian cinema website and look for some films that children will recognise. Stimulate discussion by asking the following questions: <p><i>Which film stars do children recognise?</i></p> <p><i>Why might they be popular in Italy, too?</i></p> <p><i>Are there any films that we don't have in England?</i></p> <p><i>How many of the films are from Hollywood?</i></p> <p><i>What do children think about the fact that there are many Italian-made films that are not necessarily shown in England?</i></p> Look again at a cinema advertisement. Pick out the starting times of one of the films (using the 24-hour clock) and write these on the board as you say them aloud. Point to the times and invite children to help you say them by asking <i>A che ora comincia il film?</i> (What time does the film start?) Give children clues about a famous film star and children guess who it is e.g., <i>È americana. Ha trent'anni. Ha i capelli biondi. Recita nel film...</i> Display images and short texts on the interactive whiteboard. Give children a few minutes to read quietly, then ask them to say which text goes with each picture, explaining how they have worked it out. Revise how to ask questions to elicit personal information and children practise these in pairs. Remind them about the importance of voice tone when asking questions in Italian. Give pairs of children an envelope in which there are slips with fictional interview questions and a fictional child film star's responses. Children match questions with the most appropriate answers, using dictionaries to look up new words. Provide picture clues and a word bank for children who require more support. See 'Points to note' for a suggested text. Children choose some of the questions to act out in a role-play with their 	<ul style="list-style-type: none"> compare aspects of entertainment in England and Italy initiate and sustain a conversation ask and answer questions about personal information take on the role of another person in front of an audience 	<ul style="list-style-type: none"> Information about films showing in Italy can be found through an Italian internet search engine. The interviews suggested in this section are with a child film star and therefore use the 'tu' form. A suggested text for the interview with a film star: <p><i>Quanti anni hai?</i> <i>Ho undici anni.</i> <i>Dove abiti?</i> <i>Abito a Londra.</i> <i>Di che colore sono i tuoi capelli e i tuoi occhi?</i> <i>Ho i capelli neri e gli occhi castani</i> <i>Che cosa ti piace?</i> <i>Mi piacciono i parchi di divertimento.</i> <i>Che cosa non ti piace?</i> <i>Non mi piace il pesce.</i> <i>Qual è il tuo film preferito?</i> <i>Mi piace...</i></p> <p>How old are you? I'm 11. Where do you live? I live in London. What colour are your hair and eyes? I have black hair and brown eyes. What do you like? I like theme parks. What do you dislike? I don't like fish. What is your favourite film? I like...</p> Follow-up: Throughout the week,

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	<p>partner.</p> <ul style="list-style-type: none"> • Volunteers take part in a 'hot seat' activity. They pretend to be a film star and respond to classmates' questions. • Extension: Children write a brief portrait of their favourite film star. This can be in the form of photo captions written in the third person singular <i>lui / lei</i> or speech bubbles written in the first person singular <i>io</i>. 		<p>play <i>Chi sono?</i> (Who am I?) with famous characters from film, TV or sport.</p> <ul style="list-style-type: none"> • Follow-up: Create a class review book where children write a short film review. • Follow-up: Children use the internet to find more information about films or film stars in Italian. • If the school has an Italian-speaking partner school, you could ask them to send copies of Italian TV schedules that show pictures of TV or film stars and sports stars. • www.italiamia.com/news is an international Italian news channel's website which shows excerpts from Italian news and many links to major Italian newspapers and news agencies • Follow-up: Give children the opportunity to listen to music by current pop stars in Italy. Talk about why this might appeal to young Italian people. Are there any stars who are well known in both the UK and Italy? • Links with literacy work: The fifth and sixth activities link to work on using and exploring different question types in year 5. The eighth activity links to work on using drama strategies to explore issues (year 3). The extension activity links to narrative work on characterisation from year 2 onwards.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 5. Do you want to play?			
<ul style="list-style-type: none"> to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) to compare attitudes towards aspects of everyday life (IU6.1) to devise questions for authentic use (KAL) to listen for clues to meaning e.g., tone of voice, key words (LLS) 	<ul style="list-style-type: none"> Introduce three well-known sporting heroes from Italy. Use presentation software to show a photograph of each person and details (in English) of their country of origin, family background and success as a sporting hero. Discuss with children why they are role models across the world. Ask children how many Italian sports stars they know who speak English. What impressions do they give when being interviewed, for example? Why are languages important? Elicit responses that include the fact that listeners appreciate it when people make an effort to speak another language, even if they do not do so perfectly. The ability to speak a language is important, for example, when foreign players are invited to give opinions about a match. Visit the website of an Italian football team and look at the information about players. Children will be able to work out key statistics about the players and possibly save the photographs to put into an interview based on the structure of that with the film star in Section 4. Use picture flashcards to introduce some sports. Start with some familiar ones and ask e.g., <i>Vuoi giocare a calcio / tennis / cricket / pallacanestro?</i> (Do you want to play football / tennis / cricket / basketball?) Repeat with <i>Vuoi giocare a rugby / ping-pong / netball?</i> (Do you want to play rugby / table tennis / netball?) Invite children to stand up and repeat the questions as they mime the sport. Call out a question and they do the mime, and vice versa. Practise an affirmative response with thumbs up, as you say <i>Sì, voglio giocare a calcio</i> (Yes, I want to play football). Read out a mixture of short questions and responses. Children make the sign of a question mark in the air when they hear a question. Display on the board some statements with <i>Vuoi giocare a + sport</i>. As a class, practise saying these as questions and as statements with appropriate intonation. Invite a child to stand up, throw you a ball and ask a question with <i>Vuoi giocare a + sport?</i> Respond in the affirmative and give a reason e.g., <i>Sì, voglio giocare a tennis perché è grandioso!</i> (Yes, I want to play tennis because it's brilliant!) Demonstrate a few more questions and answers before repeating the game from child to child. Introduce some rules such as children are 'out' if they drop the ball or hesitate too long. The last child left standing is the winner. 	<ul style="list-style-type: none"> consider the importance of role models discuss the importance of being able to give an opinion about something in another language sustain a conversation respond in the affirmative and the negative elicit a response from a partner 	<ul style="list-style-type: none"> Remind children about the importance of appropriate intonation when asking a question and giving a response. Follow-up: Throughout the week, children ask and answer questions as part of the daily routine, eg. when responding to the register or lining up. Follow-up: Children use the internet to search for information about international sports stars in Italian. They compile a class scrapbook about sports and sports stars. Link with literacy work: The seventh activity links to work on offering reasons and evidence for views when responding to others (year 4).

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	<ul style="list-style-type: none"> Brainstorm some questions and negative replies and write these on a flipchart e.g., <i>No, non voglio giocare a tennis perché è noioso / orribile / difficile</i> (No, I don't want to play tennis because it's boring / rubbish / difficult). Use the interactive whiteboard to model a dialogue between an enthusiastic person trying to persuade a negative person to do various activities. Children make up their own dialogues and video them. They put the videos together in a sequence for evaluation and enjoyment. Children work in pairs to see how many questions and negative answers they can create in two minutes. They swap partners and repeat the activity. Some children will benefit from having an illustrated prompt sheet of questions and negative statements. Extension: Children make questions with <i>preferire</i> e.g., <i>preferisci giocare a tennis o a calcio?</i> (Do you prefer to play tennis or football?) 		
Section 6. Preparing a presentation			
<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 write sentences on a range of topics using a model (L6.4) to plan and prepare – analyse what needs to be done in order to carry out a task (LLS) to evaluate work (LLS) 	<ul style="list-style-type: none"> Explain to children that they will have the opportunity to deliver a multimedia presentation to the class. They can choose to create an advertisement for playing a sport, going to the cinema or visiting a fun fair or theme park. Alternatively, they can produce a profile of a famous Italian-speaking sports or film star. Children can work individually, in pairs or in small groups. Offer some examples of language and media that children might use. The presentation can include a spoken interview and / or some written text. If children choose to create an advertisement, they should include a persuasive argument for doing the activity. Some children will need writing frames and images of various activities and films to help them. 	<ul style="list-style-type: none"> create a multimedia presentation to persuade a young audience to try their 'out and about' activity or to inform them about a famous star 	<ul style="list-style-type: none"> Encourage those children who are confident in using presentation software to offer support to others, if needed. By now, some children will be aware of the conventions for using presentation software, ie expanding bullet points. They will also know that the layout of their presentation will reflect its theme and content. Teachers may be able to assess children's ICT capability via this activity. Follow-up: Throughout the week, children work on and practise their presentations. Links with literacy work: The first and second activities link to literacy work on designing persuasive advertisements in year 4 and using a range of ICT programmes to present texts (year 5).

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	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"> As a class, children decide on criteria for judging the effectiveness of a presentation. In pairs or small groups, children deliver their presentations. The class use their criteria for judging the most effective presentations. 	<ul style="list-style-type: none"> make a short presentation to an audience evaluate other children's work in a constructive manner 	<ul style="list-style-type: none"> Follow-up: Children share their presentations at a whole-school assembly. Links with literacy work: The second activity links to work on presenting spoken arguments, defending views with evidence and making use of persuasive language (year 5). The first and third activities link to drama work on commenting constructively on performances, and discussing effects and how they are achieved (year 4).