Reception to year 6
Languages
Italian

September 2022

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0

Languages – Italian: Reception to year 6

Contents

Context statement

Context statement for Italian

The 3 interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure that students:

- develop linguistic competence

- understand language and culture and their interrelationship, and thereby develop an intercultural capability

- understand themselves as communicators.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating meaning in Italian: using language for communicative purposes in interpreting, creating and exchanging meaning

- Understanding language and culture: analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

The 2 strands are divided into sub-strands. The content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills; and the related content to be taught and learnt. These sub-strands are further organised into threads providing a deeper level of detail. Content descriptions are provided at band level supported by elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

This Italian scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence

- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted for clarity and to emphasise the progression of achievement

- explicit plain English interpretations of content descriptions at band level

- advice through content elaborations to support understanding of the content, context and level of learning expected at each year level

- all structural elements of the Australian Curriculum presented in a cohesive way to guide planning of interrelated teaching and learning experiences

- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings

- an intercultural language learning orientation to develop respect for diversity, openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identities and positioning

- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Reception	Years 1 to 2	Years 3 to 4	Years 5 to 6
Skills	**Skills**	**Skills**	**Skills**
By the end of Reception, students:	By the end of Year 2, students:	By the end of Year 4, students:	By the end of Year 6, students:
• **use** play and imagination to **interact** and **create** Italian texts, with support • **identify** that Italian and English look and sound different.	• **use** Italian language to **interact** and **share** information related to the classroom and themselves • **use** cues to **respond** to questions and instructions • **use** simple formulaic language • **locate** and **convey** key items of information in texts using non-verbal, visual and contextual cues to help make meaning • **use** familiar words and modelled language to **create** texts.	• **use** Italian language to **initiate** structured interactions to **share** information related to the classroom and their personal world • **use** modelled language to **participate** in spoken and written activities that involve planning • **locate** and **respond** to key items of information in texts using strategies to help **interpret** and **convey** meaning in familiar contexts • **use** modelled language and basic syntax to **create** texts.	• **initiate** and **use** strategies to maintain interactions in Italian language that are related to their immediate environment • **use** appropriate sound combinations, intonation, and rhythm in spoken texts • **collaborate** in spoken and written activities that involve the language of planning and problem-solving to **share** information, ideas and preferences • **use** strategies to **locate** and **interpret** information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience • **create** texts, selecting and using a variety of vocabulary and sentence structures to suit context • **sequence** information and ideas, and use conventions appropriate to text type.
Understandings	**Understandings**	**Understandings**	**Understandings**
By the end of Reception, students:	By the end of Year 2, students:	By the end of Year 4, students:	By the end of Year 6, students:
• **recognise** that there are languages and cultures as well as their own • **recognise** that aspects of language and culture contribute to their own and others' cultural identity.	• **imitate** the sounds and rhythms of Italian • **demonstrate** understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing • **give** examples of similarities and differences between some features of Italian and English • **understand** that language is connected with culture and **notice** how this is reflected in their own languages and cultures.	• **imitate** sound combinations and rhythms of Italian language • **demonstrate** understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning • **recognise** that some terms have cultural meanings • **identify** patterns in Italian and make comparisons between Italian and English • **understand** that the Italian language is connected with culture, and **identify** how this is reflected in their own languages and cultures.	• **apply** rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian • **compare** language structures and features in Italian and English, using some metalanguage • **show** understanding of how some language reflects cultural practices and **consider** how this is reflected in their own languages, cultures and identity.

Scope and sequence

Strand: Communicating meaning in Italian
Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Interacting in Italian
Socialising, exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions varying language according to context, purpose and audience; participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and respond to modelled greetings, instructions and routines, through action-related talk and play.	Share information relating to self, family, friends and favourite things, and recognise and respond to modelled classroom-related greetings, routines, instructions, personal introductions and questions.		Initiate exchanges, share information and respond to modelled questions about self and others, and engage in classroom routines using modelled language.		Initiate and sustain modelled exchanges in familiar contexts related to students' personal world, school environment and local community, and interact in class routines and activities, varying language and behaviour according to relationship and context.	
Students: • recognise and respond to modelled routines relevant to the time of day or context, including through songs and action-related talk and play, to greet and farewell, for example, Ciao, Buongiorno, Buonasera, Buonanotte, or at a birthday celebration, Buongiorno, Arrivederci, Tanti auguri, Quanti anni hai? • follow classroom instructions such as Venite qui, Attenzione! Non parlate, Silenzio, Alza la mano per favore, Apri il quaderno, Chiudi la porta, Tira la palla, siediti, Sedetevi per favore	Students: • respond to modelled classroom routines and instructions such as Apri la porta, Apri il libro, È l'ora di … • participate in shared chants or rhymes using actions, words and modelled language such as Ascolta/ascoltate la canzone, Metteti/mettetevi in fila • engage in action related, guided play, for example, role-play, and interactive games and experiences, such as pretend cafes, dress-ups, games or puppet play • express likes and dislikes using modelled	Students: • recognise and respond to modelled questions in relation to self, friends, family, or pets. For example, Sto bene, Sto male, così, bene grazie, molto bene, Hai un fratello? Sì, ho un fratello, Ha dieci anni, Come si chiama il tuo amico/a? Questa/Questo è …, Si chiama ..., È un cane • introduce self, family and friends, with guided support, for example, Mi chiamo …, e tu? Ho sette anni, e tu? Ecco, Questo è, Questa è ... il mio amico/la mia amica, Si chiama ..., Questa è mia madre, Questo è mio padre	Students: • share and respond to personal information relating to self, friends or family. For example, by responding to, Chi è il tuo amico/la tua amica? Come si chiama? Quanti anni ha? Dove abita? Chi sei? Dove abiti? • describe self, family or friends using adjectives such as, Io sono … Io ho …, Lui/Lei è, Lui/Lei ha È bravo/a, Ha i capelli/gli occhi/+adjective. Note that adjectives change according to gender, for example, la casa piccola, il ragazzo alto • describe everyday home routines such as, Mi alzo alle otto, Papà si alza alle	Students: • initiate, share and respond to simple questions in relation to school, such as Ti piace la matematica? Sì mi piace la matematica, No, non mi piace, È facile/È difficile • respond to peers and describe self and friends in school, for example, Sono biondo, alto, È bravo, È giovane, Ha gli occhi/il naso/la bocca + adjective, for example, John è un amico, È simpatico, Sono bravi • name and describe school routines or interests using modelled language and familiar words in relation to time, place and people, such as, Vado a scuola alle	Students: • initiate and sustain modelled exchanges in familiar contexts, for example, in class and after school routines and activities, such as Che cosa fai dopo scuola? Vado a …, Cosa fai nel tuo tempo libero? Nel mio tempo libero mi piace … • initiate discussions about personal preferences, likes and dislikes in relation to personal world or daily life. For example, Mi piace/Non mi piace, Preferisco • initiate and respond to correspondence, such as an email, to exchange experiences or interests, or participate in a blog with other learners of Italian,	Students: • initiate and sustain conversations with peers and interact in activities using modelled statements and questions for example relating to, , a family function, significant day, school or community event, such as, Andiamo alla festa, Dovè? Perché? Quale? Chi? Quando? • express thoughts and opinions about others, for example, a famous singer or sports person, using modelled statements such as, È simpatico/a e bravo/a, Mi piace tanto • prepare and respond to questions using modelled phrases about self, leisure, daily classroom routines

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• **select** and **match** images and words relating to objects used in play-based matching activities or action-based games such as *il giocattolo, la palla, la bambola* • **begin to notice** communication between people of different ages. **Notice** the titles used when speaking to adults who are not family members, for example, when using greetings such as *Buongiorno Signora, come sta? Ciao, Gianna* • **respond** to modelled gestures that add emphasis to expressions, for example, *sì, no, bene, così così.*	phrases such as *mi piace, non mi piace* • **notice** and **use** language and expressions relating to context, such as in exchanges between children and adults, friends or family, at home or at school, or with familiar or unfamiliar people. For example, *Buongiorno Signora …, come sta? Ciao mamma/papà, Arriverderci, Buonasera, Buonanotte* • **participate** in games and activities, and **respond** to key words, for example, when playing a game, using, *tocca a te, Salta, Batti, Balla, Gioca, Tira* • **rehearse** key phrases with the teacher, to **thank**, **apologise**, and **offer** wishes or congratulations such as *grazie, prego, auguri, scusa, buon compleanno.*	• **share** information about favourite objects using simple, modelled verb forms such as, *Il mio … preferito è …/La mia … preferita è …* • **notice** how language varies according to context and situation. For example, language used with friends, such as *vieni, dai, andiamo*, formal language used with teachers such as, p*ermesso, posso, scusa Signora …*, or greetings according to the time of day or occasion, such as, *Buon compleanno, Tanti auguri, Buon Natale, Felice Anno Nuovo* • **participate** in familiar classroom routines and **respond** using rehearsed language, for example, morning greetings, roll call, *Buongiorno presente, assente,* or by singing the birthday song, *Tanti auguri* • **request** help or **seek** permission, for example, *Posso …? Posso avere … ? Posso andare a … ? Aiuto, per favore* • **participate** in games or shared activities using rehearsed responses and phrases such as, *Prendi … Hai la penna/la gomma? Sì/no, C'e …? Ci sono …? tocca a te,* or simple words and phrases to show praise or approval, such as, *bene, molto bene, bravo/a.*	*sette, Faccio colazione alle, Faccio cena alle, Vado a letto alle, A che ora?,* noticing the use of reflexive verbs • **describe** objects and locations in the home using modelled phrases, for example, *La camicia è rossa/nuova/piccola, Il vaso è sopra il tavolo* • **observe** Italian speakers and **give** examples of gestures, words or expressions that may be used in some situations but not others. For example, when playing in the playground, during a sports lesson, at a friend's house, or according to relationship, for example, *Permesso, Prego, Ciao, Per favore, Buon appetito, A domani* • **engage** in class activities and routines using modelled language and expressions to **thank** and **praise**, **apologise**, **interject** and **excuse**, such as *Grazie, grazie mille, molto bene, mi piace questo, bravo! Mi dispiace, Mamma mia! Ripetete! Scusami!* • **respond** to formulaic questions using modelled language, for example, *Di che colore è la maglia? Qual'è il tuo/suo gioco preferito? Ti piace la matematica, preferisco dipingere.*	*otto, Imparo l'Italiano, la matematica, la scienza, Gioco con gli amici, Gioco a sport* • **recognise** variations in register according to context, for example, language used when interacting with peers is different to that used with teachers or adults • **identify** words that change their meaning according to context, such as *scusami*, meaning 'excuse me' or 'sorry', *buono, bene* and *bravo*, meaning 'good' and *salute*, meaning 'bless you' or 'cheers' • **recognise** pronouns and forms of address used with different people depending on the relationship, for example, *il dottore, la dottoressa* • **engage** in and **lead** daily routines, for example, morning greetings or roll call, using rehearsed language such as, *Buongiorno, presente/assente, Non c'è, Dov'è, A che ora? Apri il quaderno, È ora di, ascoltare, sedetevi, Venite, Usa la matita rossa* • **engage** with peers using modelled language to **request** assistance or **clarify**.For example, *Mi serve aiuto, per favore, Cosa fai? Di chi è questo/questa? È mio/mia.*	using language such as *Cara/o, Ciao, Mi chiamo, Ci sono … persone nella mia famiglia, A scuola mi piace, Nel mio tempo libero mi piace/vado/ faccio/gioco* • **ask** and **respond** to simple questions in relation to emotional/physical state, for example, *Come ti senti? Come ti senti oggi? Mi sento felice, male, triste, stanco/a, contento/a* • **identify** and **discuss** how language and gestures are used in different contexts in relation to formal and informal registers as well as how people feel. • **understand** the importance of using appropriate terms of address when interacting, such as with close friends, family or acquaintances • **interact** in shared conversations using modelled phrases, such as, meeting a friend, ordering food or explaining a recipe, for example, *Ciao come stai? Andiamo …? Vuoi venire …? Sì grazie, No grazie, non posso venire, Vorrei una pizza margherita, Per primo piatto, Per secondo piatto, Ingredienti, Procedimento, Metodo* • **engage** in conversations relating to planning shared experiences, such as procedures for a class	and activities, or neighbourhood such as, *Da dove vieni? Dove sei nato/nata? Sono nato/a in/a… Io vengo da, Parli …? Sì parlo …/No non parlo ….* • **share** and **express** opinions, feelings or preferences, for example, about a local community event such as, *Qui, c'è molta gente, È bellissimo! Mi piace … ma preferisco …, Mi piace molto, Amo, Adoro, Non mi piace tanto, Odio* • **acknowledge** and **reply** to an invitation by agreeing or disagreeing, for example, *Grazie posso venire, Mi dispiace non posso venire* • **find** and **compare** examples of informal language, such as, shortened noun forms, for example, *foto,* or the use of emoticons, and compare with use of similar abbreviations • **notice** that language, expressions and behaviour reflect mood, feelings, values or relationships. For example, forms of address, use of register or use of emotive or affectionate language in different contexts, such as in the classroom, in a restaurant or when shopping • **ask** and **respond** to questions, regarding

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Dov'è? Mi passi … per favore? Mi dai… per favore? Mi presti … per favore? Come si dice? Come si dice in italiano? Come si scrive? Non ho capito, Puoi ripetere? • **use** modelled language to **praise** or compliment others, such as, *bravo/a! Ottimo! Ben fatto, È bello/molto bello/bellissimo! Esatto!*	activity or a recount of a shared excursion, for example, *Cosa ci serve? Cosa facciamo? Ci serve, Prendi, Lunedi` siamo andati allo zoo con l'autobus, Prima …, Poi …, Dopo …, Alla fine …, Era ….*	planning or inviting such as, *Dove si fa la festa? Dove si trova? Dov'è? In Italia, vicino, lontano, Quando è la festa? In quale mese è …? Chi viene? Dove vai? Non posso* • **express** opinions, **agree** or **disagree**, or **state** preferences, using language appropriate to the interaction, such as, *Secondo me, Questo è corretto, non vale, È vero, È falso, Fa freddo in città, Secondo me è troppo freddo, Preferisco l'estate.*

Key concepts:

noticing, routine, politeness, variation, respect

Key questions:

- How do I show respect to the people around me?
- What are our daily routines?
- What does being polite look, sound and feel like?
- How do we vary our language when talking to family, friends or adults?

Key concepts:

self, family, friendship, respect, noticing, routine, politeness, variation

Key questions:

- What makes me, me?
- What makes a family?
- Why do we need friends?
- How do I show respect to the people around me?
- What are our daily routines?
- What does being polite look, sound and feel like?
- How do we vary our language when talking to family, friends or adults?

Key concepts:

identity, socialising, relationships, respect, routines, variation, formality, comparison

Key questions:

- How does the language I use change when interacting with people in my world?
- How do I choose what I share about myself?
- How do I know I have been understood?
- How do I show respect to family and friends?
- Why is it important to follow instructions?
- Why do we need routines?
- How do we change our language in different situations?

Key concepts:

identity, socialising, relationships, respect, routines, variation, formality, comparison

Key questions:

- How does the language I use change when interacting with people in my world?
- How do I choose what I share about myself?
- How do I know I have been understood?
- How do I show respect to family and friends?
- Why is it important to follow instructions?
- Why do we need routines?
- How do we change our language in different situations?

Thread: Collaborating, planning and negotiating

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in guided, play-based activities with teacher support using gestures, and visual and spoken cues.	**Participate** in a range of guided, play-based language activities and transactions using formulaic expressions, and visual and spoken cues.		**Participate** in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures.		**Participate** in activities that involve collaborating, planning, transacting and negotiating with others, using language to **share** information and **express** preferences and ideas.	
Students: • **participate** in teacher-guided games and play-based activities using visual cues when counting or sorting objects • **engage** in chants, rap and songs, using actions and visual cues to support comprehension • **identify** familiar objects in the classroom by naming, pointing and matching, or by playing games, for example, 'I spy' or a treasure hunt • **participate** in guided play-based activities including games, puppets and modelled role-play, using language to **select** and **name** items, and to **imitate** simple shopping activities, for example, *buongiorno, Una banana per favore, una mela, Ecco, È … buono/a, grazie, no, sì, ecco, ciao, per favore, arrivederci*.	**Students:** • **participate** in a range of games, transactions and guided play-based activities relating to numbers, counting and sorting, for example, by size and colour, using modelled phrases such as, *vedo tre torte, C'è/Ci sono, È rosso/a, È grande, È piccolo/a* • **identify** and **label** objects or food, for example, for a class party or celebration, such as, *la torta, il pane, il gelato, il piatto, la forchetta* • **participate** in and **read** shared texts relating to, for example, dinner time routines, and **use** formulaic expressions such as *Buon appetito, Cosa mangi? Io mangio …, Cosa bevi? Io bevo …, Buonanotte* • **participate** in a modelled role-play, for example, in a supermarket, *Una banana per favore, Ecco, Quanto costa? Imitate* modelled language involving counting and ordering in relation to money, for	**Students:** • **participate** in guided play-based activities and transactions, using formulaic expressions, and visual and spoken cues, involving rhymes and stories. **Contribute** ideas for actions or movement to support comprehension • **describe** and **share** favourite things, for example, **create** a class display or **participate** in a show and tell using modelled language such as, *Questo è il mio orsacchiotto, si chiama …* • **engage** in a real or simulated class celebration using modelled phrases such as, *Io porto i biscotti, Ho le mele piccole, Ho le patatine, buoni, buonissimi* • **read** and **participate** in shared texts relating to language and cultural experiences, for example, at breakfast, lunch or dinner time with the family, *Buon appetito, Prima mangia il minestrone, poi, Ho fame, Ho sete*	**Students:** • **participate** in cooperative, guided activities, using familiar, modelled phrases, for example, to **name** and **order** food from a canteen, or to **use** catalogues to create a shopping list, such as, *un gelato per favore, un chilo di, una lattina di, una bottiglia di, cento grammi di*, **noticing** simple nouns and the indefinite articles *un/una/un'/uno* • **engage** in activities involving roles and responsibilities, and practise selecting, purchasing and describing goods, for example, *un chilo di …, una lattina di …, una bottiglia di …, cento grammi di …, Una palla per favore, Quanto costa? Grazie, prego* • **follow** instructions and directions, for example, play board games using familiar phrases such as, *Chi è? Chi sono? Cosa fa? Vai avanti tre passi, vai indietro tre passi, Salta un turno, Rotola di nuovo* • **respond** to modelled questions and statements	**Students:** • **participate** in and **plan** a shared lunch using modelled, transaction based questions, responses and dialogues such as, *Faccio un dolce, Chi porta lo zucchero? Chi porta i bicchieri? Chi porta i piatti?* • **follow** procedures and instructions using familiar phrases, for example, recipes such as, *una macedonia di frutta, Mescola la frutta* • **cooperate** in group activities following a set of modelled directions. For example, **follow** a route on a map using modelled phrases such as *a sinistra, a destra, sopra, sotto* • **engage** in and **use** modelled language in everyday transactions, for example, *Io compro un topo grigio, Quanto costa?, Costa …, Vado al negozio, Prendo …, Io vado con la mia mamma al supermercato* • **describe** or **express** preferences using modelled language to	**Students:** • **collaborate** and **plan** activities with peers, using modelled expressions related to place, time and number such as, *Dove facciamo la festa? A che ora? Cosa ci serve? Quante persone invitiamo?* • **create** and **present** a shared activity related to following instructions, routines and time, for example, a recipe, *Chiudi la porta! Apri il quaderno. Quando? Alle dieci* • **plan, sequence** and **share** information using a range of vocabulary, familiar phrases, structures, and expressions, for example, in a guided presentation, such as *Prima …, poi …, dopo …, alla fine …* • **participate** in real or simulated transactions or activities **using** modelled, informal language, for example, on a visit to a restaurant, using language such as, *una pizza margherita per favore, un panino con …, Posso ordinare/avere il menu?*	**Students:** • **collaborate, plan, transact** and **negotiate** through shared experiences, such as a performance or readers' theatre for younger students, or a rehearsal for a school assembly, for example, *Come/cosa possiamo fare?* • **plan** and **conduct** activities with peers suggesting ideas, and offering preferences and opinions, by **using** modelled phrases such as, *Ti piace…? Sì mi piace molto, No non mi piace affatto, Cosa facciamo? Vuoi andare al …? Organizziamo … o…? Sono d'accordo, non sono d'accordo* • **plan** and **contribute** to a skit, lesson or game, and **invite** a buddy class using language related to people, time and place • **participate** in taking action in relation to care of the environment, or creating class rules and routines, for example, *Facciamo la differenza/ raccolta differenziata, Aiutiamo i bambini della prima ad*

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	example, *Quanto costa? Costa …* • **choose** among items, for example, when using a catalogue or a shopping list.	• **participate** in guided role-play and other play-based experiences such as dress-ups or puppet theatres, to simulate a pizzeria, shop or market stand, to **transact**, for example, *Buongiorno, prego, grazie, Vorrei, Una banana per favore, Ecco, Quanto costa? Un gelato per favore* • **use** modelled questions and statements such as, *vero o falso* or to play a board game showing items, prices and quantity, for example, *Compro una matita, due dollari, È …? Ha …? Quanto costa? C'è …? Ci sono …?*	in activities such as, *Di che colore è la maglia? È rosa* • **use** formulaic expressions to **interact**, for example, to **address** people, using modelled language such as *arrivederci or arrivederla, Grazie mille* • **engage** in and **use** descriptive words and modelled phrases in games or role-play, for example, to **select** between given options relating to buying food or a classroom pet, such as, *Cosa vuoi? Voglio, Mi piace.*	express likes and dislikes such as, *mi piace il cane piccolo, Non mi piace il pesce rosso, Voglio questo, Non voglio, Che bello! È …* • **ask** and **respond** to questions, for example, to find out what was obtained or purchased, such as, *Cosa hai comprato? Ho comprato …, Cosa hai preso? Ho preso.*	• **share** ideas and preferences, for example, during conversations at an Italian market, using modelled language such as, *È buono, È bellissimo / utile, Sono dolci, Sono bellissime, Che bel colore, Mi piace, Mi piacciono.*	*attraversare la strada, Creiamo dei poster delle regole, Cosa possiamo riciclare/riusare/ riutilizzare? Come possiamo ridurre i rifiuti a scuola/casa?* • **participate** in modelled transactions using formal and informal language, for example, *Vorrei comprare, Ecco a Lei, Grazie a Lei, Mi scusi, quanto costa?, C'è uno sconto?* • **express** preferences and ideas and **justify** choices, for example, make comments about an experience, such as, *Mi piacciono le mele ma preferisco le pere, Non compro la gonna perché è troppo grande / piccola,* or **organise** a skit, such as *Secondo me, è troppo caro È di moda, Quanto viene?*

Key concepts: play, participation, rules	**Key concepts:** play, participation, rules, transaction	**Key concepts:** cooperation, roles and responsibilities, transaction, interaction	**Key concepts:** collaboration, planning, transaction	
Key questions: • Is play the same all around the world? • How does play help us to learn? • Why do we need to play? • Why do we need rules? • How does role-play help us learn?	**Key questions:** • Is play the same all around the world? • How does play help us to learn? • Why do we need to play? • Why do we need rules? • How does role-play help us learn? • What is transacting?	**Key questions:** • How can we work together? • Why is it important to have roles and responsibilities? • Why do we need to give or follow instructions? • How is role-play useful? • What words do we choose when transacting?	**Key questions:** • How can we collaborate? • What steps do we follow when planning? • What language choices do we make when transacting?	

Sub-strand: Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising and explaining different interpretations.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise images, symbols or key words in simple spoken, written or multimodal texts and **use** in modelled tasks with teacher support.	**Locate**, with support, key information in familiar texts, and **respond** using gestures, images, words and formulaic phrases.		**Locate** and **respond** to key information obtained from simple spoken, written and multimodal informative texts.		**Locate** and **process** information and ideas, in a range of spoken, written and multimodal texts.	
Students: • **recognise** images, symbols or key words in songs, rhymes or chants using visual cues • **listen** for Italian sounds and key words in songs, videos and teacher statements. **Respond** using gestures, actions or body language • **use** key words or images in modelled, play-based activities or tasks involving circling, pointing, locating, drawing or reproducing them, using tactile materials • **recognise** key words written in Italian such as labels or captions in shared simple texts • **recognise** key words, symbols and images in shared reading of simple repetitive or predictable texts, such as big books	Students: • **locate** key words or familiar phrases by, for example, pointing to or circling key words in images, titles or labels • **listen** to and **respond** to simple guided questions using visual cues, gestures and expressions to show comprehension such as *C'è il gatto? Sì c'è/No non c'è, Quanti cani ci sono? Due* • **find** specific key words in a variety of simple texts relating to people, objects, size or colour • **sort** information in a range of ways, such as by sequencing, labelling, naming, pointing, matching, clicking and dragging, describing, drawing or tracing.	Students: • **locate** and **respond** to key words in simple sentences, considering word order, and **use** key words in modelled tasks, for example, to **label**, **list** or **caption** a drawing • **locate** and **record** key words in texts by matching, clicking and dragging, describing, drawing or tracing • **view** a report, such as a weather report, and **recognise** or **record** key words and **share** in a modelled task • **respond** to questions about specific details in simple texts relating to participants, actions or location, such as *Chi è Ben? Il fratello, Dov'è il treno? Qui, Di che colore è il fiore? Rosso.*	Students: • **locate** and **respond** to information from a range of texts, for example, relating to school or home activities, and **use** to create their own daily schedule • **survey** peers in relation to home routines or school schedules. **Use** a simple graph to **share** the results • **identify** specific information from simple familiar texts. **Use** this to **write** simple sentences with illustrations, for example, to **caption** a diagram or concept map • **view** images, photos or videos and **use** information to **write** a simple description, for example, of a neighbourhood or street in Italy or Australia, such as *C'e la scuola, È grande, Non c'è … Ci sono…*	Students: • **read** or **view** information about children in different contexts. **Respond** to the information, for example, by creating a simple profile • **respond** to and **generate** questions about specific topics such as, dates, times and locations, for example, *Quando è? Domenica 10 giugno, A che ora? Alle dodici, Dov'è la festa? La festa è a Milano* • **read** simple texts such as advertisements, video clips or articles in children's magazines. **Gather** and **share** this information relating to people, places, items and events • **listen** to or **view** short, simple, spoken, written and multimodal informative texts, **identify** specific information and **record** digitally or in writing, for example,	Students: • **locate** information from a variety of texts, such as photos or video clips, relating to young Italian and Australian people in different cultural contexts. **Share** this information in different ways, for example through an article or report • **listen** to or **view** interviews with young Italian people and **use** this information to **compose** own texts in relation to shared interests • **survey** peers or young Italian speakers relating to interests and lifestyle. **Share** survey results using tables, concept maps or digital presentations, for example, *Dieci bambini giocano a tennis e tre a basket.*	Students: • **gather** and **process** information from a range of texts, such as simple news reports or documentaries, relating to, for example, young people's lifestyles in Italy. **Compare** findings and **present** information using graphic organisers or in digital formats • **gather** information from a variety of sources, such as websites, books and magazines relating to, for example, environmental issues such as recycling. **Use** this information to **participate** in class discussions, for example, *La maggior parte degli studenti riciclano …, Pochi, giovani …, Tanti giovani …, Quasi tutti in …* • **view** texts relating to young people's interests and preferences. **Respond**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
or digital texts, with teacher support.			*Non ci sono… Ecco la … Questa è … Questo è …*	by completing a cloze activity or creating a shared list.		**to texts** using modelled language such as *Metà della classe …, La maggior parte …, Pochi studenti, …, Tanti ragazzi …, Alcuni studenti …, Quasi tutti degli studenti* **organise** findings in a table, graph or concept map; and **present** to others, incorporating digital formats such as a voice recording, presentation or video.

Reception	Year 1	Year 2, Year 3	Year 4, Year 5	Year 6
Key concepts: discovery, locating, recognising **Key questions:** - What is information? - Where can information be found?	**Key concepts:** discovery, locating, recognising **Key questions:** - How do we find out new information? - Where can we find the information we need? - How can we recognise the important parts of a text?	**Key concepts:** locating, selecting, processing **Key questions:** - What is factual information? - What are useful ways to gather information? - How do we select the most important information?	**Key concepts:** locating, comparison, evaluation, reliability **Key questions:** - How do we know what sources of information we can trust? - Why is certain information better suited to written, visual or spoken texts?	

Thread: Participating in and responding to imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in listening and viewing simple imaginative texts and **respond** using modelled language, actions and movement.	**Participate** in listening, viewing and shared reading of simple imaginative texts and **respond** using modelled language and actions.		**Participate** in a range of imaginative texts and **respond** using modelled language in relation to characters, places or events.		**Participate** in a variety of imaginative texts and **respond** using modelled language to **share** key messages, cultural meaning, feelings and opinions.	
Students: **listen** to and **view** imaginative stories and songs. **Respond** through modelled language,	**Students:** **listen** to and **view** simple texts, for example, a shared big book. **Respond** by reciting or mimicking familiar key	**Students:** **participate** in a range of shared texts. **Respond** to texts by labelling pictures, or sequencing events by drawing, describing	**Students:** **participate** in choral reading, for example, *Pinocchio* stories. **Respond** using modelled sentences to state favourite	**Students:** **participate** in a range of simple imaginative texts. **Respond** to teacher questions before, during and after reading, such as	**Students:** **respond** to elements in imaginative texts and **share** feelings and responses with others, for example, *La storia parla di*	**Students:** **participate** in a variety of selected, short texts, **make** connections with own experiences and **share** opinions about events or

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
actions, movement, dance and singing • **participate** in and **mimic** chants, rhymes and repetitive stories, imitating sounds and key words related to familiar texts • **recreate** a familiar imaginative text **using** music, mime and drama, for example, **act out** a scene, **pretend** to be a character or **re-tell** an event from a familiar text.	words, repetitive phrases or by illustrating events or characters • **participate** in guided imaginative play such as pretend shops, dress-ups or puppets • **listen** to or **view** a rap or chant. **Respond**, for example, by drawing, labelling or creating a digital representation using key words such as *È un uccello, È verde.*	characters, or using props to **re-tell** favourite parts, for example, *L'uccello vola, L'uccello è grande/piccolo, La farfalla è gialla* • **participate** in a simple review of characters or events in familiar texts by illustrating, writing or giving statements such as *Mi piace, Mi piace molto, Non mi piace* • **listen** to or **view** different types of children's texts, songs or television shows, for example, *Lo Zecchino D'oro*, and **respond** by re-creating, singing or acting.	characters, places or events, for example, *Mi piace Pinocchio, È divertente, Non mi piace la storia perché è triste, La canzone è bellissima* • **act out** favourite scenes, characters or events from familiar imaginative texts using movement, actions and modelled statements such as *Ciao nonna sono Cappuccetto Rosso, Che occhi grandi che hai nonna!* • **view** or **watch** children's television programs, video clips or documentarie. **Respond** by giving opinions such as *Mi piace/Non mi piace la canzone, il quadro/il dipinto, Il documentario è interessante.*	Qual'è il titolo della storia? Chi ha scritto la storia? Di cosa parla la storia? Cosa ha fatto il cane all'inizio della storia? Poi cosa ha fatto il cane? Alla fine cosa ha fatto il cane? • **respond** to a range of imaginative texts and **begin to notice** expressions and how language is used, for example, *Permesso, Grazie mille* • **engage** with and **respond** to the characters, places and themes in a range of imaginative texts, using descriptive language such as *Nella foresta c'è, È …, Nella casa ci sono …, Sono …, Il lupo è cattivo e grande, La tigre è feroce, La tigre ha le strisce sul corpo.*	…, *La canzone parla di …, Mi piace/Non mi piace* • **respond** to personal or cultural themes and **make** connections between own experiences and those of characters • **notice** and **share** cultural meanings or messages expressed in texts such as stories or song lyrics, for example, *fare la passeggiata, di nulla.*	key messages, using modelled language such as *Secondo te è divertente la storia? Secondo me …* • **share** opinions in relation to a variety of imaginative texts and **compare** with others, for example, *Per me è/non è importante perché …, Sono d'accordo, Non sono d'accordo* • **read** or **view** imaginative texts. **Respond** by writing, for example, a short recount or description using modelled phrases • **recognise** and **discuss** cultural meanings and messages in a variety of imaginative texts, such as how language is used to describe our surroundings, the environment, foods, the moral of a story, ideas or values in a movie, or cultural meaning in artworks.

Key concepts:

imagination, participation

Key questions:

• What makes a good story?

• How does the story make me feel?

Key concepts:

imagination, participation, interaction

Key questions:

• What is imagination?

• How does joining in help us enjoy an experience?

• What makes a good story?

• How does the story make me feel?

Key concepts:

participation, engagement, character, description

Key questions:

• How does a story draw me in?

• How do I connect with the characters?

• How can descriptions help us to enjoy a story and connect with a character?

• How can stories help us learn about languages and cultures?

Key concepts:

participation, message, response, opinions, relating

Key questions:

• Is there a message in every story?

• What experiences in my own life does this imaginative text remind me of?

• What do I think about the message in this imaginative experience?

• How can we learn about languages and cultures through performances and stories?

Thread: Translating, interpreting and explaining meaning

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice and **share** meanings of gestures, actions and words in Italian, English and other known languages.	**Use** non-verbal, visual and contextual cues to help **translate** and **interpret** gestures, words and simple sentences.		**Develop** strategies to **translate** and **interpret** meaning in simple texts, noticing when language carries cultural meaning.		**Apply** strategies to **translate**, **interpret** and **explain** literal, non-literal and cultural meaning.	
Students: • **listen** to illustrated stories and **sing** familiar songs, and **match** words to pictures in games, noticing that both Italian and English words and actions have meaning • **notice** similar words, gestures and expressions between languages, such as ways of using greetings or saying 'yes' and 'no', for example, *ciao, sì, no, grazie,* and **share** meanings • **notice** that gestures as well as words or phrases are used, for example, to celebrate or praise, such as *evviva, bravo/brava* • **listen** to and **notice** different ways of communicating in English, Italian and known languages, for example, 'Hello', 'My name is', *Ciao, Mi chiamo* • **view** Italian children in photos or videos noticing and sharing everyday expressions or gestures such as shaking hands, hugging or kissing on the cheek.	Students: • **begin to translate** and **interpret** gestures, actions and familiar words, using non-verbal, visual and contextual cues, and classroom resources such as pictures, flashcards and posters • **share** simple rhymes and songs with others, for example, the birthday song or a familiar nursery rhyme • **recognise** familiar words and phrases noticing that some words have more than one meaning, such as *Ciao* meaning *hi* and *bye* • **notice** the use of titles between languages, for example, *Maestro/Maestra …, Signor/Signora …* and **make connections** with English titles, such as Mr, Ms and Mrs • **notice** and **share** words in English that sound the same or are similar in Italian for example, *banana, spaghetti, gelato* • **display** images of daily life in Italy and Australia and	Students: • **notice** and **share** similarities and differences in writing and pronunciation of Italian and English words such as *l'animale, l'appartamento, la classe* • **translate** and **interpret** the meaning of gestures, facial expressions, simple words, phrases and sentences, using non-verbal, visual and contextual cues, for example, when expressing likes and dislikes, greeting or expressing feelings • **compare** simple songs or rhymes in two languages, **noticing** similarities and differences in meaning • **recognise** the meaning of words or actions associated with, for example, celebrations or food connected to culture, such as *Carnevale, le maschere, i costumi, le pizze, le zeppole* • **explore** and **compare** the pronunciation and spelling of English words that have been borrowed from Italian such as	Students: • **recognise** that some Italian and English words look or sound the same but have different meanings such as *riso* (rice and laughed), *venti* (winds and twenty) and *ho* (I have) and *o* (or) *hai* (you have) and *ai* (to the), *hanno* (they have) and *anno* (year) • **develop** strategies to **translate** familiar words, phrases and simple sentences to create labels, captions or signs, for example, to **label** a class display, or **create** bilingual signage for the school, such as *i libri, le matite colorate, la biblioteca, l'ufficio, la palestra,* using aids such as picture dictionaries • **share** words, phrases and expressions where meaning is difficult to interpret, **noticing** that words do not always correspond across languages, for example, *fa freddo, fa caldo, ho fame, ho sete* • **recognise** Italian in simple texts and **share**	Students: • **translate** simple texts and **explain** meanings of Italian culture such as *vacanze estive, la passeggiata* • **translate** and **interpret** familiar phrases and simple sentences, while developing strategies such as the use of printed or online dictionaries and translators • **translate** and **explain** written and oral phrases, expressions and speech that do not translate easily or that require cultural explanation, for example, *fare la colazione, fare una doccia, fare la cena* • **use** strategies to assist with interpreting or conveying meaning, for example, **create** a bank of common Italian expressions and idioms, for example, *in bocca al lupo*.	Students: • **translate** and **interpret** simple familiar texts such as a children's book, advertisement or menu, while applying developed strategies, **recognising** that some texts have no direct equivalent and may require explanation, such as *Vietato entrare! Ferragosto, il Presepe* • **compare** and **share** images, symbols**,** words and expressions used in an Australian context, for example, on public signs, on transport, in cafes, in magazines, on websites, for example, *pizzeria, cappuccino, espresso, piano, forte, allegro* • **consider** challenges when translating notices, messages or labels that require cultural explanations, such as 'No hat no play', 'Slip Slop Slap', 'Sun smart'.	Students: • **use** online resources to **translate**, **interpret** and **explain** cultural gestures, behaviours and expressions used, for example, in an interview, conversation, advertisement or television commercial • **translate** a variety of familiar and unfamiliar short texts such as Italian public signs, TV guides, advertisements, brochures, captions, menus, or invitations, **noting** the literal or non-literal translations • further **develop** and **use** strategies to assist with interpreting or conveying meaning, for example, **create** a shared list of words and phrases that require explanation to support meaning • **translate** and **explain** a range of short texts and **recognise** that explanations are needed when words or cultural meanings are difficult to translate, for example, *Diamoci del tu, Non vedo*

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	create bilingual labels such as *l'autobus, il treno, il mercato, il supermercato.*	*opera, ombrello, piano,* and *spaghetti.*	how meaning can change when translated into English, for example, shop and street signs, or song or book titles.			*l'ora! Stammi bene* or Australian expressions such as 'g'day mate', 'stickybeak', 'fair dinkum', 'bring a plate' • **discuss** cultural meanings and understanding when translating or explaining, for example, with practices related to hospitality, such as *Grazie per l'invito … Volentieri! Certo! Benvenuti,* or idioms such as *Non vedo l'ora!*

Key concepts: noticing, interpretation, sharing **Key questions:** • How does knowing another language help us?	**Key concepts:** noticing, translation, interpretation, sharing, prediction **Key questions:** • What does translate mean? • When do I need to translate? • Why do people use body language and gestures when explaining? • What helps us predict what words might mean in another language?	**Key concepts:** translation, interpretation, equivalence **Key questions:** • Do words that look and sound the same always have the same meaning? • What words and gestures are similar in the languages you know? • What do I notice about word order when translating simple sentences?	**Key concepts:** translation, interpretation, explanation, translatability, context **Key questions:** • When is translating and interpreting needed? • How can I translate a text without losing the meaning? • How do I explain cultural sayings or expressions that have no direct translation? • When should I interpret or translate?

Sub-strand: Creating text in Italian

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create and **share** informative spoken, written or multimodal texts with teacher support.	**Create** and **share** informative texts to **convey** meaning, using modelled language.		**Create** and **present** informative texts to **convey** meaning, using modelled language and text conventions.		**Create** and **present** informative texts to **convey** meaning, using familiar language and text conventions to suit context, purpose and audience.	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Students: • **share** information about self or familiar people using pictures, gestures, and familiar words, for example, by **pointing** to or **labelling** a picture or photo using modelled phrases such as *Ecco la mamma, Ecco mio fratello, Mario è il mio amico* • **draw** a picture of or **show** a significant object and **share** using familiar words or modelled phrases such as *Questo è il mio giocattolo, Mi piace molto* • **match** images and words, for example, bilingual flashcards representing greetings, expressions or actions • **copy** or **trace** modelled words or phrases to **create** a picture and word poster to display in the classroom or to share with family • **co-create** a bilingual chart or shared picture dictionary by **drawing** pictures, **collecting** images	Students: • **label** and **display** objects or classroom items, using familiar words and modelled phrases, such as *la matita, le matite colorate, lo zaino, la riga, il banco, la sedia, la maglia* • **share** key points of information about self, family or familiar objects using familiar words and phrases such as *Mi chiamo …, Ho … anni, Ecco la mia famiglia, la mia mamma, il mio papà, la mia sorella, il mio fratello, il mio nonno* • **convey** meaning from factual information about family or familiar people using modelled descriptive sentences or **choose** from word lists such as *La mia sorella è sportiva, Il mio fratello è alto.* • **create** and **label** a bilingual poster or a photo montage for the classroom, relating to familiar everyday scenarios such as mealtime or getting ready for school	Students: • **share** key information and **convey** meaning using key words, phrases and modelled, descriptive sentences relating to family, for example, *È la mamma, La mamma è alta, Lei ha i capelli …, Lei ha gli occhi …* • **create, share** and **present** information as a bilingual photo story or booklet about celebrations or special events such as Carnevale or Harmony Day, by using key words, drawings and by writing simple language such as *Il mio compleanno, Questa è la torta, Ecco i regali, Ecco i palloncini* • **recount** personal experiences relating to people and places, such as *la festa, la scuola, lo zoo, la spiaggia, l'estate, il picnic* and **share** as a bilingual presentation at an assembly using key words and modelled phrases such	Students: • **respond** to a simple survey relating to likes and dislikes, for example, *Qual'è il tuo libro preferito?* **Convey** meaning by presenting findings in a simple bar or picture graph • **present** factual information relating to personal preferences using modelled formulaic sentences, such as *il mio sport preferito, la mia materia preferita, il mio colore preferito, il mio cibo preferito,* and **present** using graphic organisers, illustrations, lists or tables • **list** key words, phrases and simple descriptive sentences relating to shared experiences at school or at home, such as *la natura, l'arte, la scienza, lo sport,* and **present** as a class book or a photo montage • **create** bilingual resources such as labels, signs, word lists, charts or displays for	Students: • **convey** meaning from factual information relating to people, events, time and place, for example, in an invitation, using formulaic sentences such as, *È il mio compleanno, È alla spiaggia, Inizia a mezzogiorno, Porta un asciugamano e il costume da bagno* • **use** descriptive sentences to caption pictures or to create a brochure, for example, of an Italian resort or city. **Present** this to others as an interview, or advertisement, such as *Questa è Firenze, Vedo il Ponte Vecchio e il fiume Arno, È molto bella! Questo è il Colosseo, È a Roma, in Italia, È antico* • **plan** and **present** factual information using, for example, images, simple texts and photos, such as a holiday destination or location, *la spiaggia, la*	Students: • **gather** and **present** information in relation to experiences, special days or events, using, for example, a bilingual recount, graphics to **represent** ideas, bilingual captions for photos or diagrams with labels • **plan** and **present** information and ideas using modelled language, for example, a bilingual advertisement such as a poster or simple video text, to advertise an upcoming event, such as *Venite al festivale! 'Celebrate Harmony Day!',* or a digital tourist or visitor guide for an Italian or Australian audience • **convey** meaning from factual information by compiling a personal timeline, including, for example, birthdays, celebrations or special events. **Present** using titles, captions and simple	Students: • **recount** a personal experience and **convey** meaning through a simple text, for example, a script or cartoon, using simple past tense sentences such as *Venerdì sono stata al cinema, Prima la mia amica ha comprato i biglietti, Poi …, Dopo …, Alla fine …, Era …* • **convey** connected ideas and opinions gathered from different informative texts. **Present** connected ideas and opinions in a new way to suit context, purpose or audience, for example, a bilingual TV commercial, timetable, brochure, website, travel itinerary, e-poster or interactive survey for a sister school in Italy or a local school learning Italian, a picture graph for younger students, or a multimodal presentation for the school community

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
and **labelling** in Italian and English or other known languages • **create** labels for home or school by **copying** or **tracing** bilingual words such as *il tavolo, la sedia, la porta, il letto.*	• **create** a shared class resource such as a word wall, table mat or shared dictionary, using words or phrases representing multiple languages in the classroom • **write** a bilingual caption for a photo or drawing, for example, of sports day, *Io gioco con la palla.*	as *In estate sono andata alla spiaggia* • **create** personal or shared sets of cards using familiar bilingual words and **play** matching games such as 'Memory' or 'Snap' • **create** and **maintain** a shared bilingual dictionary using images, symbols and new Italian words.	the classroom or school environment, for example, *la palestra, la classe, l'aula, i banchi* • **create** a bilingual booklet based on a familiar text, **noticing** connections between versions, such as, literal or non-literal translation and word order.	*città, il fiume*, or a map or plan of a house or school with bilingual labels and simple directions • **create** a simple bilingual version of a game, such as an action game, card game or board game to play with a buddy class, or bilingual, print or digital dictionaries, charts or word lists for class use, **noticing** connections between languages • **create** bilingual personalised texts such as a greeting card or letter for a variety of audiences, for example, an Italian speaking resident in an aged care home or an Italian student of the same age as them.	past tense sentences, such as *Sono nato/a a …, Ho iniziato la scuola …, Durante le vacanze, A Natale …, Sono andato a …, Sono stato a …* • **record** in a bilingual glossary, simple idiomatic expressions and culture specific language that may not be easily translated or interpreted, such as *Piove cani e gatti, In bocca al lupo, Tutto fa brodo! Molto lieto, Permesso, Allora, Complimenti!, fare un viaggio* • **produce** written or digital resources such as bilingual posters, charts, word lists, cards and instructions, to assist others to complete a cloze activity or game.	• **gather** information, ideas and opinions from a variety of sources, including interviews. **Prepare** and **present** this information in response to a series of questions such as, *Chi? Chi è …? Dove? Dove vanno gli italiani per una vacanza? Come? Come vanno a scuola i ragazzi nell'articolo? Che cosa? Che cosa fanno i ragazzi in Italia nel loro tempo libero? Quando? Quando inizia la scuola in Italia?* • **produce** a bilingual text to promote awareness, for example, invitations to attend a performance, a poster advertising an Italian cultural event or a menu for the school canteen • **create, modify** or **adapt** an informative text such as a recipe or weather report in Italian and English or other known languages • **produce** a bilingual website, blog, digital poster or interactive survey for a sister school in Italy or a local school learning Italian.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key concepts: sharing, presenting **Key questions:** • What information do we like to share? • What are the ways we can share information?	**Key concepts:** sharing, conveying, presenting, bilingualism, multilingualism **Key questions:** • What information do we like to share? • What are the ways we can share information? • Why do we need bilingual texts? • What languages can I use?		**Key concepts:** informing, conveying, presenting, bilingualism, multilingualism **Key questions:** • How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness? • Why could it be useful to have more than one language when creating informative texts? • How can we communicate when we don't speak the same language?		**Key concepts:** informing, conveying, presenting, audience, presentation, bilingualism, multilingualism **Key questions:** • Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across? • What real-life situations would be helped by a bilingual or multilingual text? • How does being bilingual or multilingual help our learning?	

Thread: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create and **share** simple imaginative spoken, written or multimodal texts with teacher support.	**Create** simple spoken, written and multimodal imaginative texts, and **share** using modelled language.		**Create** spoken, written and multimodal imaginative texts and **present** or **perform** using modelled language and text conventions.		**Create** spoken, written and multimodal imaginative texts and **present** or **perform** using familiar language and text conventions to suit context, purpose and audience.	
Students: • **create** and **share** simple songs and rap based on familiar imaginative texts • **draw** or **illustrate** story cards for a memory game or **sequence** pictures to create a story • **draw** and **label** characters or events from imaginative texts using key words to **write/trace** over titles or speech bubbles, in Italian and English • **share** imaginative stories and symbols from their	Students: • **create** and **share** a class story, song or rhyme using modelled, repetitive phrases and familiar common words • **draw** pictures or use images to **create** a shared book or display, using modelled language • **order** images or pictures of stories to **create** different versions and **perform** using familiar key words and phrases	Students: • **create** and **perform** a rap, song or chant using familiar words and modelled phrases • **rehearse** and **perform** a simple role-play or skit adapted from a repetitive text using gestures, movement and modelled language • **draw** illustrations, **create** a visual artwork or **write** a simple story. Use modelled language to **share** with and **present** this to the class, a	Students: • **create** a new version or **modify** a well-known song, rap or rhyme by changing key words, or adding/switching into bilingual lyrics, and **perform** to peers, for example *Stella, Stella Brilli Tu, Nella Vecchia Fattoria, or Il Piccolo Bruco Maisazio* • **create** a script for characters from a familiar story and **perform** for the class, for example, a readers' theatre	Students: • **create** rhymes, rap or poems using familiar modelled language and **display** or **present** to others • **create** a new character, setting or different ending and **present** in a digital format, for example, by illustrating and recording their own narration • **create** and **label** an artwork or photo montage and **present** as a digital or class display	Students: • **create** or **interpret** an imaginative text that represents elements of culture and **present** or **perform** using visual prompts and supportive materials, such as signs, banners or props • **create** and **present** an oral or recorded presentation relating to cultural ideas, key words, and phrases used in imaginative texts • **write** and **illustrate** a bilingual message, card	Students: • **create** and **perform** an original song**,** rap, short story or skit and **perform** to peers or a buddy class • **write** and **present** own short texts or visual artworks that express elements of language and culture • **adapt** from an existing text or **create** an original text such as a poem or song, using familiar language to express elements of culture. **Present** or

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
own cultures using the creative arts such as dance, drama and visual art to express ideas • **retell** a story using key words and actions or **present** using a simple storyboard • **share** ideas about texts, for example, by drawing a picture to **predict** what happens before or after an event in a story or to **suggest** a new ending of a folk tale.	• **rehearse** and **share** a simple performance or art presentation using modelled language for a buddy class or school assembly • **co-create** a simple oral bilingual text such as a song, simple repetitive story or puppet play.	buddy class, parents or at a school assembly • **record** bilingual translations of phrases and simple sentences for classroom use.	• **rehearse** simple poetic texts that include elements such as rhyme and repetition and **present** to peers or at a school assembly • **use** images or illustrations to **re-tell,** orally or in writing, a simple story using familiar modelled language suitable for younger students.	• **create** a short skit from an existing or familiar imaginative text using familiar language. **Perform** the skit with peers, using Italian for the performance and English for supporting explanations.	or email to their favourite character from a story, actor in a movie or a presenter of a children's program, in Italian and English.	**perform** the new text in a variety of ways for different audiences • **produce** and **present** an original picture book, mini book or e-story for younger students • **perform** or **present** a bilingual role-play, skit or presentation for a buddy class, at an assembly or concert, using Italian for the performance and English for supporting explanations.

Key concepts:

re-creating, sharing, bilingualism

Key questions:

• When we listen to the same song in different languages, what changes and what stays the same?

• Why do we need bilingual stories?

Key concepts:

re-creating, sharing, imagination, bilingualism, multilingualism

Key questions:

• When we listen to the same song in different languages, what changes and what stays the same?

• What do we need to tell a good story?

• Why do we need bilingual stories?

Key concepts:

creating, re-imagining, performance, presentation, bilingualism, multilingualism

Key questions:

• How can I re-tell a story without losing the message?

• How can I make my presentation or performance entertaining?

• Why could it be useful to have more than one language when creating stories?

Key concepts:

adapting, performance, presentation, engagement, creating, audience, bilingualism, multilingualism

Key questions:

• How can I make an imaginative experience more engaging?

• How can I adapt a story without losing the key message?

• How can I share my languages and cultures through performance?

• What is challenging when creating bilingual texts?

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural identity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice that they and others belong to groups, and **share** the languages that they speak, know or are learning.	**Participate** in intercultural experiences, and **notice** and **share** ways in which they and others communicate.		**Participate** in intercultural experiences, **discuss** what can be learnt about self and others, and **reflect** on how interactions may shape their identity.		**Engage** in intercultural experiences, **compare** own and others' responses, reactions and assumptions, and **reflect** on how languages and cultures shape identity.	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Students: • **begin to notice** what Italian sounds, looks and feels like, noticing what is new or interesting, for example, when singing songs, viewing a video or listening to a story • **view** real-life experiences from Italian cultures and **share** what is noticed, for example, from a video, or a guest speaker or community member at a school event • **notice** and **recall** gestures, actions, greetings or phrases used by Italian speakers when viewing images, a children's program or a video clip • **notice** and **share** connections between the lives of children in Italy and Australia, such as everyday activities in the home, at school or at special events such as a birthday or celebrations	Students: • **notice** ways of speaking in Italian, such as ways of greeting, thanking and apologising, and **share** responses or reactions, for example, *Mi piace quando, La parola è come …* • **notice** and **share** how it feels to use Italian, such as when speaking or listening to others, recognising differences in voice, sounds, gestures and body language • **notice** and **discuss** languages spoken in class or in the community and share some ways of communicating, such as gestures, words or phrases they have heard • **recall** what they **notice** in texts, such as traditional stories or traditional songs, in relation to how people communicate, and **share** their values or ideas • **identify** through pictures, words, expressions or	Students: • **participate** in intercultural experiences such as familiar cultural practices and celebrations. **Notice** and **share** connections to their own experiences, for example, *Santo Stefano, Ferragosto, Carnevale or Pasquetta* • **explore** ways that children in Italy and Australia play games, buy or eat food, interact with family members, show politeness and respect, or participate in school life, and **respond** to questions such as *Cosa vedi? Cosa c'è?* • **identify** belonging to groups, for example, *i miei amici, la mia classe d'italiano, la mia scuola, la mia famiglia, la mia comunità* and **notice** languages that are spoken in those groups, for example, *Sono australiana, Parlo inglese e cinese.* **Share** personal texts they	Students: • **participate** in intercultural experiences such as events, celebrations, or exploring artefacts from Italy and Australia, and **discuss** what can be learnt about others and self • **experiment** with gestures, body language and spoken language to show respect, indicate yes or no, agree or disagree, or decline an invitation, and make connections to own ways of communicating • **recognise** diverse routines and perspectives in, for example, the school day, such as *la maestra, l'aula, il cortile, il bidello, la mensa, il giardino* • **notice** and **explore** differences in language use based on cultural practices and the relationship between people, for example, different ways of naming, greeting and addressing someone, such	Students: • **discuss** cultural practices, for example, celebrations such as Christmas, *L'albero di Natale,* Easter, *L'uovo di cioccolato.* **Reflect** on and **share** ideas, thoughts and feelings using language such as *Cose diverse, Cose simili, Io celebro/Io non celebro …, Io festeggi/Io non festeggio …* • **participate** in an intercultural experience, such as preparing or eating food at an Italian culture day or festival. **Note** feelings and thoughts prior to, during and after the experience, and **reflect** on how interactions may shape own identity • **recognise** and **share** how aspects of personal identity are expressed, such as gestures, behaviour and language, in different occasions, such as in the classroom, school	Students: • **consider** how a school day might be if they were in Italy, what they might think about a shared meal with an Italian family, attending a soccer game, or eating in an Italian restaurant, noticing expressions, behaviour and routines. **Consider** what adjustments might be needed if a student from Italy took part in similar events in Australia • **co-create** a display of images, messages and short texts that represents the languages and cultures in the classroom and **share** insights they have gained about one another • **identify** cultural meanings or messages in intercultural experiences, **discuss** responses and reactions with others and **reflect** on how their identity is shaped by new experiences	Students: • **engage** in conversations with Italian speakers, in person or online, for example, from a sister school, **notice** cultural elements such as eye contact, actions and agreement, and **compare** to own interactions • **compare** how languages are used to agree or disagree politely with others, for example, *Sono d'accordo/Non sono d'accordo, Anch'io, Dal mio punto di vista è /non è vero/bello/giusto* • **identify** own assumptions about Italian people and cultures and consider what assumptions others might hold about Australian people and cultures • **reflect** on how learning Italian has influenced own behaviour and language use inside and outside the classroom, such as when playing games, watching

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• **recognise** that people use different languages and gestures to communicate and **share** the languages that they speak, know or are learning and the people with whom they speak these languages • **notice** that they belong to groups such as, family, class, sport or friendship, such as *Questa è la mia famiglia, i nonni, i bisnonni, gli zii, gli amici, i cugini* and **share** these groups through drawings and captions • **read** stories about people from various cultures, countries and linguistic backgrounds and **notice** connections to their own lives.	behaviours, what makes them who they are, for example, by drawing cultural symbols, logos or flags, writing in known languages, or sharing groups that they are part of, such as the Italian class, family, friendship or sporting groups.	create about themselves as a part of groups they belong to and their identity • **reflect** on and **share** their own characteristics, interests and preferences. **Understand** how these form part of their identity, for example, *Io parlo …, Sono bravo/a a cantare/giocare a calcio/nuotare, Il mio sport preferito è …, Il mio cibo preferito è …, La mia frutta preferita è ….*	as by using titles, terms of endearment, or casual language between friends • **recognise** themselves as members of different groups, such as teacher, student, friend, coach or family member. **Reflect** on their relationships, language use and behaviour within these groups • **create** and **share** personal texts that represent elements of their own identity, such as a family crest, photo journal or self-portrait, and **reflect** on own and others' reactions to these.	yard, sporting field or at a family dinner • **notice** how the use of words and gestures in interactions may have different meanings in various groups and **note** different effects and responses • **share** elements of own identity, for example, own family or groups they belong to, via a digital profile, avatar or montage. **Consider** which aspects of identity they choose to communicate to others • **reflect** on the experience of being or becoming bilingual or plurilingual and **consider** how this impacts on and shapes their identity.	• **consider** aspects of own language use that reflect own cultural perspectives and experiences, such as activities, interests or significant events. **Create** and **share** texts that represent elements of their own identity • **engage** in a variety of experiences, such as real or simulated excursions to a cinema, restaurant or marketplace, **reflect** on own perspectives and behaviour and **consider** the perspectives and behaviours of others, for example, when transacting, *Quanto costa? Mi sembra un po' caro, È questo il miglior prezzo?*	Italian movies, or eating Italian food, and ask themselves, 'What did I first think about learning Italian and what do I think now?' • **present** aspects of own identity such as appearance, characteristics, cultural and linguistic background, family, preferences, and experiences, and **reflect** on their contribution to own identity • **explore** aspects of language and culture, for example, topics relating to image, personal space or values, and **consider** what might be acceptable for themselves and others, for example, *Si può fare/ Non si può fare, È permesso …?*

Key concepts:

noticing, culture, sharing, belonging

Key questions:

• What languages and cultures are around us?

• How does it feel when I try a new language?

Key concepts:

noticing, culture, identity, sharing, belonging

Key questions:

• What languages and cultures are around us?

• How does it feel when I try a new language?

• What makes me, me?

• What does belonging look like, sound like and feel like?

Key concepts:

exploration, discussion, connection, variation, reflection, identity, self-awareness

Key questions:

• What unites our class and school?

• What connections do I have with Italian and its cultures?

• When do we adjust the way we speak and behave?

• What language groups and cultures do I belong to?

• What do we all have in common?

• How do I fit in the world?

Key concepts:

reflection, comparison, diversity, respect, communication identity

Key questions:

• What is an intercultural experience?

• How does knowing languages change the way I communicate?

• How can we show respect for diversity?

• When I learn Italian, what can I learn about myself?

• Who am I when I interact?

• What's my place in this world?
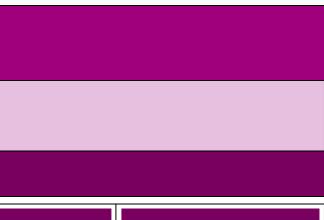
Strand: Understanding language and culture

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding language as a system, including sound, writing, grammatical and textual conventions.

Thread: Sound and writing systems

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice and **mimic** the sounds and rhythms of Italian, and how they are represented in writing.	**Recognise** and **reproduce** the sounds and rhythms of Italian, and **experiment** with them in writing.		**Recognise** sound combinations, pronunciation and intonation patterns, and **apply** when speaking and in writing.		**Apply** knowledge of sound combinations, pronunciation and intonation patterns to **develop** fluency and rhythm, when reading, speaking and in writing.	
Students: **build** phonological awareness by noticing, experimenting with and mimicking sounds and rhythms in shared oral texts **begin to notice** that the Italian alphabet is phonetic, has 21 letters and uses the Roman alphabet **experiment** with different sounds such as the rolling of the letter r, and the writing of letters in different ways, using tactile materials as well as conventional writing **imitate** unique Italian sounds such as animal sounds used in Italian, for example, *bau bau, pio, pio, gru, gru,* and compare sounds in English and in other languages	Students: **recognise** and **begin to experiment** with, in writing, the sounds and rhythms of Italian, for example, the vowels *a, e, i, o, u,* 'ch' in *ciao* or 'k' in *chiamo* **recognise** and **reproduce** Italian letters and sounds orally, through alphabet songs, chants, rhymes, and stressing double letters **begin to write** the 21 letters of the Italian alphabet to build letter and sound awareness, using hands-on manipulatives and concrete materials as visual aids, such as playdough and sand **notice** and **imitate** some formulaic structures when giving personal information about self or others' identity such as *Ho*	Students: **recognise** and **begin to reproduce** sounds, sound patterns and rhythms in high frequency words and expressions **identify** and **begin to use** single letters or combinations of the 21 letters of the Italian alphabet in familiar words and phrases **recognise, reproduce** and **compare** vowel and consonant sounds in Italian and English **notice, imitate** and **sound** out syllable patterns in words such as *I-ta-li-a, pa-ta-ta* **syllabify** 2 and 3 syllable words to assist in pronunciation and spelling, for example, *mac-chi-na, mam-ma* **recognise** that there are letter combinations and	Students: **recognise** and **experiment** with the differences in intonation between statements and questions, and **notice** the punctuation marks at the end, which may be the only point of difference visually **copy, experiment** with and **spell** sounds in high frequency words and phrases. **Syllabify** or **chunk** simple words into sounds or morphemes to assist in pronunciation and spelling, and **apply** in own writing **notice** that the accent indicates what letter to stress, and can change the meaning, for example, *papà* or *papa.*	Students: **recognise** pronunciation and intonation of blends in Italian and **compare** to English, for example, *sc* followed by *h and e or i, schiavo, pesche,* or letter combinations such as *gn* in *lasagne* and *gnocchi,* and *gli* in *figli* and *famiglia* **recognise, practise** and **apply** knowledge of the Italian letters and blends when reading words aloud or trying to spell unfamiliar words **notice** words with accents which stress the final letter such as *papà, città* **recognise** the difference between statements or questions and differentiate between them in writing and speech by using punctuation and intonation.	Students: **apply** knowledge of pronunciation and intonation patterns, for example, double letters in *il cappello, la piazza, fa freddo* or words where the stress is on the penultimate syllable, such as *studiare, francese, intelligente* **notice** and **pronounce** letter combinations when reading, speaking and writing, for example, *ci, ce, che, gi, ge, ghe, ghi, gli, gn* **chunk, syllabify** or **break** words up into morphemes to support correct pronunciation, spelling and meaning, for example, *for-chet-ta, a-ran-cio-ne, gio-cat-to-lo-etta* as in *macchinetta)* and *-issimo* as in *bellissimo* **recognise** exceptions to rules in spelling according	Students: **apply** knowledge of sound combinations, pronunciation and intonation patterns to **develop** fluency and rhythm, for example, when reading or saying words with double consonants such as *la mattina, il cappello* **discuss** differences in pronunciation and spelling of letter blends in words such as *famiglie, gnocchi, chiese, barche, chiavi, cena* **use** and **pronounce** forms of regular present tense and some irregular verbs such as *essere, avere, fare, stare, giocare* and apply when formulating questions or requests such as *Dove sei? Sono in/a …, Cosa fai? Io faccio …, Come stai? Io sto …, Cosa giochi? Gioco a …*

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• **begin to notice** basic sentence level punctuation and capital letters for names.	*una sorella, Sono una bambina* • **notice** the use of basic punctuation.	spelling rules that affect pronunciation such as, *ci* as in *cinema, ce* as in *cena, gi* as in *giraffa, ge* as in *gelato, ca* as in *capra, co* as in *cocomero, cu* as in *cubo, ga* as in *gatto, go* as in *gonna, gu* as in *gufo* • **experiment** with Italian alphabet sounds in writing, using conventional modes as well as hands-on manipulatives • **use** basic, sentence level punctuation.			to the part of speech, for example, verbs • **recognise** when to use accents, for example, *e* without the accent means 'and', *è* accented means 'is' • **compare** the non-capitalisation of days and months to English or other known languages, and **apply** punctuation rules in own writing.	• **recognise** and **write** or **spell** multisyllabic words that include the digraphs of *chi*, *ci* and *ghi* and *gi* • **recognise** words borrowed from other languages, for example, *Il futbol,* noting the spelling, pronunciation and morphemes within the words.

Key concepts: noticing, speech, symbols **Key questions:** • What connections are there between languages? • What sounds do I recognise? • How can sounds be represented in writing?	**Key concepts:** systems, speech, symbols **Key questions:** • What connections are there between alphabets? • What sounds do I recognise? • How is Italian like and not like English? • What symbols do we use for sounds when writing? • What is punctuation and what does it do?	**Key concepts:** systems, sound, pronunciation, writing, pattern **Key questions:** • What is similar about the sounds of Italian? • What is similar about the way Italian is written? • What patterns do I recognise? • Why are some sounds in Italian hard for me to make? • How do questions and statements sound different?	**Key concepts:** systems, sound, intonation **Key questions:** • How are symbols used to communicate meaning? • How can the sound of a word help us to write it? • How is language like a code? • Does punctuation matter?

Thread: Grammatical and vocabulary knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice basic elements of grammar and high frequency vocabulary.	**Recognise** and **use** modelled grammatical structures and high frequency, context-related vocabulary.		**Understand** modelled grammatical structures and context-related vocabulary, and **apply** in formulaic sentences.		**Understand** and **apply** modelled grammatical structures and vocabulary knowledge in simple, compound and complex sentences.	
Students: • **begin to notice** gender in naming, for example, *Alessandra, Alessandro* • **begin to notice** definite and indefinite articles plus the noun, such as *il banco, una pesca, la matita, la porta*, including singular and plural forms, *la porta, le porte* • **begin to notice** the structure of simple modelled phrases such as `È un gatto? Sì, `È un gatto` • **notice** cognates between Italian and English such as *banana, computer, yoghurt, sport* • **practise** and **repeat** vocabulary used in songs, games, and chants, for example, numbers and other common nouns, adjectives and verbs • **begin to use** simple metalanguage, such as letters, words, capitals, full stops.	Students: • **begin to say** and **copy** definite and indefinite articles with nouns, such as *la mamma, il papà, la macchina, la casa, il mare, una pesca* and **match** words to pictures • **notice** and **begin to experiment** with structures of simple modelled statements or questions such as *Mi chiamo Giulia, Ho sei anni, Non mi piace* • **notice** that most Italian words end in vowels to show gender, for example, *la sorella, le sorelle,* noticing singular, plural, masculine and feminine endings • **notice** and **use** high frequency verbs, *Mi piace,* pronouns, *io, tu,* and simple adjectives, *bello, grande, forte* • **begin to use** vocabulary for feelings and emotions such as *triste, felice, bene, male* • **develop** number knowledge, for example, numbers 0-20 and **use** in realistic contexts,	Students: • **use** definite and indefinite articles in the singular form with nouns, such as *la sedia, il libro,* and **notice** the placement of adjectives used to describe, for example, *la matita rossa* • **recognise** in speech and **begin to use** simple adjectives, such as numbers, colours and size words, *uno, grande, bello, rosso* • **begin to use** common verbs, common pronouns and singular and plural nouns in speech • **notice** gender patterns, for example, *Paolo* and *Paola* • **notice** that some feminine and masculine nouns can end in -*e* such as *la tigre, il pesce* • **understand** word order and formulaic structures to **write** short simple sentences, for example, *Mi piace, Ho sei anni, Sono alta, Ho due fratelli,* plus sentences with negation, for example, *Non mi piace, Non ho …, Non voglio questo*	Students: • **understand** and **use** the appropriate order of nouns, definite and indefinite articles, and adjectives to describe people, places, animals or items, noting that adjectives are often placed after the noun, for example, *la matita rossa, il gatto nero* • **notice** and **use** possessive adjectives such as *mio, tuo, suo* and in simple structures such as *la mia casa, la tua famiglia* • **experiment** with and **use** simple adjectives, everyday common and proper nouns. **Write** simple sentences using modelled structures, such as, subject-verb- object, *Il gatto è bianco, Io ho due sorelle* • **begin to build** context-related vocabulary with teacher support using texts such as stories, songs and poetry • **expand** use of metalanguage terms to refer to parts of sentences.	Students: • **understand** and **use** grammatical features such as pronouns, *mi, tu, la mia,* prepositions, *sopra, sotto, sulla, nella,* singular and plural forms, *il gatto, i gatti,* definite and indefinite articles, *il banco, la porta, un amico,* and gender, *il, la* • **begin to apply** appropriate word order when using adjectives and **express** ownership, for example, *la mia casa, la tua famiglia, il tuo cappello, mia nonna* • **recognise** and **experiment** with modelled statements, questions or other forms of expression in spoken and written form, such as *Dove vai? Vado a scuola, Guardate a me!* • **experiment** with the use of intensifiers for adjectives, such as *molto grande, bellissimo* • **recognise** Italian currency and develop and use number knowledge, 0-50, in varied contexts • **notice** simple conjunctions such as *e, poi* and *ma* in speech	Students: • **understand** and **explain** familiar modelled structures including gender, and singular and plural nouns, in spoken and written texts • **notice** and **use** regular and reflexive verbs in the present tense, such as *Mi alzo alle sei, Io vado a Victor Harbor al weekend* • **explain** the grammatical structure of simple sentences, for example, article, noun and verb, and adjective placement, *Il gatto bianco cammina* • **create** simple and compound sentences in the subject–verb–object pattern, and link ideas using conjunctions such as *e* and *ma, Io ho due sorelle ma non ho fratelli, La mela è rossa e la fragola è rossa* • **experiment** with using the suffix -*issimo* with adjectives instead of *molto,* for example, *Vicino a casa vedo il parco bellissimo/grandissimo* • **express** positive and negative preferences using adverbs to add to the	Students: • **identify** simple grammatical elements using metalanguage terms and **apply** these to develop simple texts, for example, use adjective and noun agreement within sentences, such as *la musica classica, i video giochi nuovi* • **identify** and **apply** gender, and singular and plural nouns such as *il libro, i libri, la matita, le matite.* **Notice** that some nouns do not follow the masculine or feminine pattern, for example, *la mano* • **understand** and **use** present tense of regular, and immediate future tense to present situations, for example, by using *essere, stare, giocare, fare, andare* in sentences, such as *Giulia va a casa alle sei, Anna ha due fratelli, Vado al cinema stasera con Andrea* • **write** compound sentences using conjunctions such as *e, poi, dopo, ma, così,* and complex sentences using the conjunction *perché,* for example, *Mi piace*

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	such as to count objects or tell the time.	• **begin** to understand questions, for example, *Chi? Quanto?* • **use** basic metalanguage terms to **name** grammatical elements of words, phrases or simple sentences.		• **use** the names for the days of the week.	meaning, and apply in simple sentences, for example, *Mi piace molto la cioccolata, Non mi piace tanto il latte* • **begin to develop** a metalanguage for talking about language in context-related texts.	*ascoltare la musica perché è rilassante* • **use** possessives for ownership, such as *il mio libro, la mia casa* • **recognise** suffixes that add emphasis, such as in *fratellino, sorellina* • **apply** adverbs to create sentences with some elaboration, for example, *Non vado mai, Cammino lentamente* • **express** negative forms of verbs, in past and present tense, such as *Parlo un'altra lingua/Non parlo un'altra lingua, Sono stata all'estero/Non sono stata all'estero* • **explore** metalanguage in Italian and English to describe patterns and grammatical rules.

| **Key concepts:**

vocabulary

Key questions:

• Why are there different ways to name the same thing? | **Key concepts:**

systems, grammar, vocabulary

Key questions:

• What are the building blocks of a language?

• What do I notice about word order? | | **Key concepts:**

systems, parts of speech

Key questions:

• Why do we name the different parts of sentences?

• When does a phrase become a sentence? | | **Key concepts:**

systems, application, metalanguage

Key questions:

• How does metalanguage help us learn?

• What elements improve a sentence?

• Does grammar always matter? | |

Thread: Text structure and organisation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice that language is organised as text that can be spoken, written or multimodal.	**Recognise** and **understand** that texts have different language structures and features.		**Recognise** and **understand** language structures and features of familiar texts and **compare** with English or other known languages.		**Understand** and **compare** language structures and features in Italian and English texts.	

Students:	Students:	Students:	Students:	Students:	Students:	Students:
• **begin to notice** that people convey information using letters, words and images in different ways, and that texts can be short or long, spoken, written or multimodal • **notice** that texts are all around their immediate environment and **locate** or **identify** texts in the classroom such as labels, anchor charts, displays, books, talks and songs • **listen** to, **view** or **read** a variety of texts such as labels, books or conversations • **notice** the direction of writing or punctuation used in a variety of languages • **notice** language structures and features of simple texts, for example, a greeting card or note for a family member • **begin to notice** writing conventions in different texts, such as formation of letters, finger spaces, capital letters and full stops	• **recognise** how language is organised as text, such as talks, stories, games, movies, labels, songs and charts. **Use** metalanguage to name specific language structures and features • **notice** that texts such as captions, titles, page numbers, lists or dot points serve different purposes, such as to match, list, name or describe illustrations • **understand** that texts can be spoken, written, visual or multimodal and can vary in length • **recognise** that texts have different language structures and features, such as rhyme, repetition and rhythm, in songs and chants • **listen to, view** or **read** familiar texts and **notice** writing conventions such as sentence level punctuation and capitals for some nouns • **notice** familiar or everyday texts around the classroom or home	• **listen** to, **view** or **read** a variety of texts, and **recognise** and **understand** that language is organised in different forms, such as stories, songs, greeting cards, posters, or graphs, each with different language structures and features, for example, rhythm and repetition in songs and formal and informal forms of address in greeting cards • **develop** understanding of joining words, using conjunctions such as 'and' • **notice** the features in different written texts such as punctuation, speech bubbles, tables, graphs, diagrams, images and sub-headings.	• **recognise** and **understand** the correct structures for simple texts, such as a list of goods or ingredients for procedural texts • **read, view** or **listen** to a range of familiar and non-familiar texts, such as menus, calendars or advertisements to **compare** language structures and features, for example, the layout, use of sound, or use of images • **understand** the purpose of writing conventions such as capitalisation, full stop, question marks, exclamation marks or commas, and text features such as ordinal numbers and dot points in procedures, or titles and sub-titles in simple information reports • **observe** verb tense used in different types of texts, for example, in narratives or procedures • **recognise** language structures and features in simple familiar spoken written and multimodal	• **compare** similar texts in Italian and English, for example, recounts, narratives or procedural texts, to **recognise** and **understand** structural features such as layout, format and use of images • **recognise** language structures and features in simple oral texts and **apply** them to own texts, for example, **co-create** a song with the class using Italian greetings after listening to a song in English, and **discuss** the features, such as repetition and rhyme • **understand** how information from one type of text can be transferred to another, for example, a shopping list can be created from a recipe, or a list of clothing items can be generated from a weather report • **compare** simple written texts, such as a written message or postcard, and **notice** language features such as terms of address or the sequencing of information.	• **compare** a range of oral and written texts and **discuss** reasons for specific text features, such as dot points for a procedural text or a complication in a narrative • **classify** a range of Italian and English texts according to purpose or audience, for example, texts for babies, young children or teenagers, or texts that entertain, inform or persuade, for example, songs, games or picture books, printed or multimodal • **understand** the use of writing conventions such as spelling and punctuation, including capitalisation • **understand** simple sentence structures, or parts of speech appropriate for a variety of texts, such as a recount, procedure or song • **compare** similarities and differences in the use of punctuation in Italian, English or other known languages, such as the use	• **understand** and **compare** the main language structures and features of familiar texts in Italian, such as emails, messages, pen pal letters, story books, recipes or a shopping list • **identify** the purpose, context and intended audience of a range of familiar texts by viewing their language structures and features • **describe** key text features of different types of texts, such as an information text • **identify** which texts require the use of informal and formal language or structure appropriate for a particular audience, for example, texts to friends, phone calls to a teacher, a formal letter to the well-being leader • **apply** text features and writing conventions sourced from modelled texts when writing a variety of texts that inform, entertain or persuade

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• **begin to use** metalanguage to name familiar types of text such as story, rhyme, song, video or conversation.	such as instruction manuals for games, recipes or lists of things to do, recognising that texts can be spoken, heard, viewed, written or read.		texts, such as poems, songs and stories.		of speech marks or accent marks • **recognise** language structures and features associated with particular types of texts, for example, command verbs in recipes.	• **explore** and **share** the purpose of specific writing conventions and text features, for example, the use of superlative adjectives and imperative verb forms in advertisements designed to persuade.

Key concepts: noticing, structure **Key questions:** • What texts are around me? • What do I notice about texts around me?	**Key concepts:** conventions, structure, noticing **Key questions:** • When do words become a text? • What do I notice about texts around me? • What is punctuation and what does it do?	**Key concepts:** conventions, presentation **Key questions:** • How does the layout of a text help? • How can images help us understand writing?	**Key concepts:** conventions, format, comparison **Key questions:** • Do texts in all languages have the same features? • Does format matter?

Sub-strand: Language change and diversity

Understanding how languages change over time and place.

Thread: Language change and diversity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice that Italian is one of the many languages spoken in Australia.	**Notice** that languages borrow words, phrases and expressions from each other.		**Understand** that languages change over time and influence each other.		**Understand** that languages change over time and are influenced by societal changes, global trends, technology and new ideas.	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Students: • **begin to notice** the different languages used by peers in their class, school or their local community • **view or listen** to bilingual or multilingual stories in various languages including Italian, English, community languages and other known languages • **begin** to notice that Italian is one of many community languages spoken in Australia and that different languages may be spoken by family, classmates and community members.	Students: • **notice** some English words borrowed from Italian and vice versa • **notice** words in songs or rhymes that look the same as English, but sound different in Italian, for example, *il robot*, *il computer* • **view** a variety of texts and images representing various languages and cultures • **recognise** the languages represented in the classroom and **explore** words or phrases that are similar or used in more than one language.	Students: • **recognise** that Italian borrows many words from other languages and **notice** English or other languages' words used in Italian, such as *il computer*, *lo sport,* and that English also borrows many words from Italian, for example, *gelato*, *spaghetti*, *piano*, noticing the pronunciation of these words • **explore** the languages of their peers and where those languages are now spoken, for example, by looking at maps of the world • **notice** that some words which do not end with a vowel are also used in English, for example, *robot* or *yogurt* • **understand** that Italian is the national language of Italy and is spoken in Italian-speaking communities around the world.	Students: • **find** examples of words and phrases introduced into Italian from English and other languages, such as, *il canguro, lo shopping, lo yogurt***,** and of Italian words or phrases used in English such as *cappuccino, latte, espresso, opera* • **understand** that Australia has many languages, such as Aboriginal and Torres Strait Islander languages, English, community languages and languages taught at schools • **share** language used across generations, such as differences in words used by grandparents, parents and themselves, and think about why these changes might occur • **explore** cognates such as *cioccolata, cinema, intelligente, interessante.*	Students: • **consider** differences in how people communicate in various contexts and how new words and expressions change over time • **compare** and **discuss** how words such as *pasta* or *pizza,* may be pronounced differently in different languages • **understand** that languages borrow or blend with each other to invent new words or expressions • **discuss** the influence of words from English and other languages on Italian and consider why word borrowing might occur, such as *il tennis*, *i jeans*, *il cricket* • **understand** that there is a standard language called Italian as well as a number of different dialects that are spoken in Italy, Australia and in many countries around the world.	Students: • **understand** that languages change and evolve over time due to technology, new experiences and new ideas, such as movies, television programs, advertisements and social media • **understand** and **discuss** the impact word borrowing or loan words has on languages • **explore** the etymology of words, for example, the English word *ballet* comes from French, which is derived from *balletto* and *ballo* in Italian and originally *ballare* in Latin • **recognise** that some cognates are 'false friends', such as *fattoria, libreria, parenti.*	Students: • **understand** that the different dialects spoken in Italy and Italian-speaking communities are dialects of Latin • **investigate** how travel, tourism, globalisation, media, digital technologies and societal changes have altered the way Italian is used, for example, notice the influence of English words in Italian television programs or advertisements • **understand** that languages change and evolve over time, that some continue to grow and expand, while some are being revived or are endangered, for example, some small communities in Italy, or some Aboriginal and Torres Strait Islander languages.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key concepts: diversity **Key questions:** • Which languages do I hear or see around me? • Where in our community is Italian spoken?	**Key concepts:** diversity, change **Key questions:** • Which languages do I hear or see around me? • Where in our community is Italian spoken?		**Key concepts:** diversity, change **Key questions:** • Where can I see and hear Italian in our community, in Australia, or in the world? • How do languages change over time? • Is Italian the same wherever it is spoken? • Why do languages borrow words?		**Key concepts:** diversity, change, origin **Key questions:** • How and why has Italian evolved and changed over time? • Who uses Italian and why? • Why is Australia a multilingual country? • How does knowing the origin of words help our learning?	

Sub-strand: Sub-strand: Interrelationship of language and culture

Analysing and understanding the interrelationship of language and culture in the exchange of meaning.

Thread: Interrelationship of language and culture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice connections between languages and cultures.	**Notice** ways that language is connected with culture.		**Understand** that language reflects culture and **recognise** connections between each other's languages and cultures.		**Understand** that language reflects cultural practices and values, and that this impacts on language use, behaviour and communication.	
Students: • **notice** and **discuss,** in English, where they have heard or seen languages or cultures, including Italian, in the community, for example, at home, on television, in restaurants, supermarkets, books, at festivals, food trucks, or school • **begin to notice** that, when learning Italian, they are also learning about Italian cultures • **begin to notice** that languages and cultures are connected • **explore** cultural artefacts from Italy and other known cultures, making connections with associated language, for example, traditional and modern toys, such as *tombola, trottola,* wooden puppets, *marionette, bambola di pezza.*	Students: • **notice** how Italian speakers use gestures and language in everyday activities, for example, shaking hands, using body language, kissing on both cheeks, or starting a meal with *Buon appetito* • **notice** that gestures and facial expressions convey meaning, for example, nodding, shrugging or raising an eyebrow • **make** connections between languages and cultures through play-based activities such as role-play • **notice** the ways that cultures and language are expressed through music, dance, stories, games and practices unique to Italian cultures • **understand** that people celebrate similar events in both similar and different ways, for example, birthdays.	Students: • **notice** some visible and invisible elements of culture such as ways of eating, symbols, ways to celebrate and people's values • **notice** terms or expressions that carry cultural meaning, such as common body language used when greeting family or friends • **notice** language used to show politeness, such as *Buongiorno, Buonasera, Come sta? Arriverderla* • **notice** expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sport and leisure activities, for example, 'backyard' and 'footy'.	Students: • **understand** that language reflects cultural values, for example, how terms of affection used with children, relate to food or animals, such as *dolcezza, cucciolo or passerotto/a* • **understand** how some behaviours may be interpreted differently, for example, slurping, standing or pushing in line, or ways of getting attention • **recognise** connections between each other's languages and cultures, by, for example, **exploring** cultural meanings or ways in which names are chosen in various languages and cultures.	Students: • **recognise** ways that culture can be conveyed through gestures, actions and body language, for example, ways to greet, farewell, get attention or request something • **recognise** and **discuss** language that reflects cultural practices, for example, expressions and behaviours used in everyday interactions, at a market or at a family celebration • **recognise** that Italian has more than one word for culturally specific items, such as words for different kinds of breads, pasta or cakes • **explore** the meaning of culture, and **understand** that it involves visible elements such as foods, symbols, music or festivals, as well as invisible elements such as manners, gestures, how people live, how they think about themselves and others, how they	Students: • **make** connections between own and others' ways of communicating that may reflect values or practices, for example, ways of accepting or refusing offers of food or drink, turn-taking, the use of personal space or language used at a celebration or public event • **explore** words or expressions commonly used in interactions, such as colloquialisms or slang words, for example, *boh, figurati, magari.*	Students: • **understand** that images, symbols, words and language choice carry cultural meaning and values, for example, in everyday texts, such as posters, advertisements and street signage • **notice** ways of showing cultural values, such as politeness, recognition, praise or gratitude, for example, through the use of gestures, behaviour or choice of language use • **explain** how communication, including language use and behaviour, might vary according to cultural practices and values, such as terms of address, ways to greet and farewell, share, request or interact with others.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				relate to the environment, or personal space.		

Key concepts: culture, connection **Key questions:** • What languages and cultures do I bring? • What languages and cultures are around me?	**Key concepts:** culture, connection **Key questions:** • What do I already know about Italian languages and cultures? • What connections can I see between my own languages and cultures and Italian languages and cultures?		**Key concepts:** culture, connection **Key questions:** • Language and culture - how are they connected? • What cultural words or expressions do I notice in Italian?		**Key concepts:** culture, connection **Key questions:** • When I communicate, what cultures are at play? • How can I see culture within language? • Is it possible to learn a language without learning its cultures?	