Reception to year 6

Languages

Italian

Scope and sequence

V1.0

Government
of South Australia

Department for Education

Languages – Italian: Reception to year 6

Contents

Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

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

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

- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, 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 that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

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 for 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 to provide clarity and to emphasise the progression of achievement

- explicit plain English interpretations of the content descriptions at each year level

- advice through content elaborations for each content description 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 as a guide on planning 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, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity 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

Year 2	Year 4	Year 6
Skills By the end of Year 2, students: • **use** Italian to **communicate** with their teacher and peers through action-related talk and play • **demonstrate** comprehension by **responding** both verbally and non-verbally • **imitate** simple words and phrases • **respond** to familiar games and routines such as, questions about self and family and **choose** among options in response to questions • **produce** learnt sounds and formulaic expressions or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea • **experiment** with and **approximate** Italian pronunciation, for example, produce vowel sounds and 'c' and 'ch' pronunciation with some accuracy • **differentiate** between statements and questions according to intonation • **make** meaning using paralinguistic and contextual support such as, pictures, gestures and props • **write** descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, by rearranging sentence patterns. **Understandings** By the end of Year 2, students: • **know** that Italian is the national language of Italy • **identify** the 21 letters of the Italian alphabet • **know** that simple sentences follow a pattern • **know** that nouns require an article and are gendered either masculine or feminine • **demonstrate** understanding of the different ways of addressing friends, family and teachers/other adults • **identify** patterns in Italian words and phrases and make comparisons between Italian and English	**Skills** By the end of Year 4, students: • **comprehend** a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. • **use** Italian to **communicate** and to **interact**, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions • **ask** and **respond** to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea • **talk** about self, family, people, places, routine, school life and their own interests and preferences • **use** short sentences, **reorganising** known language to fit personal responses • **understand** short written texts, using visual cues, prediction and questioning to decipher meaning • **recall** key ideas and events, recognise meanings, and respond meaningfully • **create** written texts of a few sentences using familiar language and structures. **Understandings** By the end of Year 4, students: • **demonstrate** an understanding of the fact that language is used differently in different situations and contexts • **know** the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures • **vary** responses and statements by choosing adjectives and adverbs, and by combining sentences • **demonstrate** understanding of basic Italian grammatical rules, such as, the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree	**Skills** By the end of Year 6, students: • **interact** using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices • **share** aspects of their environment, express opinions, accept or reject ideas, agree and disagree • **ask** simple questions • **understand** the main points in spoken interactions consisting of familiar language in simple sentences • **imitate** pronunciation and intonation when speaking • **understand** short written texts with some variation in sentence structures and some unfamiliar vocabulary • **begin to use** context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language when reading independently • **connect** ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions • **create** sentences with some elaboration, for example, by using coordinating conjunctions and comparisons to build short coherent texts on familiar topics • **write** descriptions, letters, messages, summaries, invitations and narratives • **use** the present tense of verbs, noun and adjective agreements and some adverbs • **choose** vocabulary appropriate to the purpose of the interaction such as, to describe, to plan or to invite. **Understandings** By the end of Year 6, students: • **use** some metalanguage to talk about both linguistic and cultural features • **discern** familiar patterns and features of written and spoken language and **compare** them with English, understanding that language, images and other features of texts reflect culture

- **know** that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts
- **identify** similarities and differences in the cultural practices of Italians and Australians
- **understand** that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

- **identify** similarities and differences in the patterns of Italian language compared to English and other familiar languages
- **create** texts that show understanding of how ideas are connected and how images support the meaning of texts
- **make** connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts
- **identify** cultural differences in ways of communicating and **describe** similarities and differences between their own and other cultures.

- **demonstrate** an understanding of variation in language use, adapting language forms according to audience and context
- **identify** linguistic and cultural differences
- **know** that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world
- **compare**, **identify** and **discuss** responses and reactions in intercultural exchanges.

Scope and sequence

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

Sub-strand: Socialising
Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings, and 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.	Recognise and respond to greetings and instructions, and share information relating to self and family, likes and dislikes.	Recognise and respond to modelled questions and share information relating to self, family, friends and favourite things.	Interact and share personal information, and describe people, objects and routines relating to self, family, friends and home.	Interact and exchange personal information, and describe people, places and routines relating to friends, school and interests.	Initiate and sustain modelled exchanges in familiar contexts relating to students' interests and personal world.	Initiate and sustain modelled exchanges in familiar and unfamiliar contexts relating to personal world and local community.
Students:	Students:	Students:	Students:	Students:	Students:	Students:
• begin to notice and respond to guided whole-class routines to greet and farewell, for example, *Ciao, Buongiorno*	• recognise and respond to modelled classroom routines and instructions such as, *Apri la porta, Apri il libro, È l'ora di …*	• recognise and respond to modelled questions in relation to friends or family such as, *Come si chiama il tuo amico/a? Questa/Questo è*	• interact and share personal information relating to self, friends or family, for example *Chi è il tuo amico/la tua amica? Come si chiama? Quanti anni ha? Dove abita? Chi sei? Dove abiti?*	• interact 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*	• initiate and sustain modelled exchanges in familiar contexts, for example 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 and sustain conversations with peers using modelled statements and questions relating to, for example, a family function, significant day or community event, such as, *Andiamo alla festa, Dov'è? Perché? Quale? Chi? Quando?*
• recognise and imitate simple greetings relevant to the time of day or occasion, for example, at a birthday celebration, such as, *Buongiorno, Buonasera, Arrivederci, Tanti auguri, Quanti anni hai?*	• 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	• answer simple questions about self, family and friends using short responses, for example, *Si chiama, È un cane, Hai un fratello? Sì, ho un fratello, Ha dieci anni*	• 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*	• respond to peers and describe self and friends in school, for example, *Sono biondo,alto, È bravo, È giovane, Ha gli occhiil naso/la bocca +* adjective, for example, *John è un amico, È simpatico, Sono bravi*	• sustain modelled exchanges and describe personal preferences, likes and dislikes in relation to personal world or daily life, for example, *Mi piace/Non mi piace, Preferisco*	• 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*
• introduce or name family members and objects by using modelled phrases, in relation to self such as, *Come ti chiami? Mi chiamo …, Sono una bambina/un bambino, la mia mamma, il mio papà, la mia sorella, il mio fratello*	• express likes and dislikes using modelled phrases such as, *mi piace, non mi piace.*	• introduce self, with guided support, for example, *Come ti chiami? Mi chiamo …, e tu? Quanti anni hai? Ho sette anni, e tu? Come stai? Sto bene, Sto male, così così, benegrazie, molto bene*	• describe everyday home routines such as, *Mi alzo alle otto, Papà si alza alle sette, Faccio colazione alle, Faccio cena alle, Vado a letto alle, A che ora?*, noticing the use of reflexive verbs	• 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 otto, Imparo l'Italiano, la matematica, la scienza,*	• initiate and respond to correspondence, such as an email, to exchange experiences or interests, or participate in a blog with other learners of Italian, using language such as *Cara/o, Ciao, Mi chiamo, Ci sono … persone nella mia*	• prepare and respond to questions using modelled phrases about self, leisure, daily routines, or neighbourhood such as, *Da dove vieni? Dove sei nato/nata? Sono nato/a in/a …, Io vengo da …,*
• select and match images and words relating to		• introduce friends and family using familiar expressions, for example, *Ecco, Questo è, Questa è … il mio amico/lamia amica, Si chiama …,*	• describe objects and locations in the home using modelled phrases for example, *La camicia è*			

objects used in play, matching activities or action-based games such as, *il giocattolo, la palla, la bambola.*		*Questa è mia madre, Questo è mio padre* • **share** information about favourite objects using simple, modelled verb forms such as, *Il mio … preferito è … / La mia … preferita è ….*	*rossa/nuova/piccola, Il vaso è sopra il tavolo.*	*Gioco con gli amici, Gioco a sport.*	*famiglia, A scuola mi piace, Nel mio tempo libero mi piace/vado/ faccio/gioco* • **ask** and **respond** to simple questions and interject in relation to emotional/physical state, for example, *Come ti senti? Come ti senti oggi? Mi sento felice, male, triste, stanco/stanca, contento/a.*	*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.*

Key concepts:

self, family, friendship, respect

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?

Key concepts:

identity, socialising, relationships, respect

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?

Key concepts:

identity, communication, interaction, respect

Key questions:

• Is there a right or wrong way to communicate?
• What would make me change the way I interact?
• How does the way I speak change in different situations?
• How do we show respect in different contexts?

Thread: Taking action

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. **Students:** • **participate** in teacher-guided games and play-based activities using visual cues such as, counting or sorting objects • **engage** in chants, rap and songs, using actions and	**Participate** in a range of guided, play-based activities using formulaic expressions, and visual and spoken cues. **Students:** • **participate** in a range of games 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*	**Participate** in a range of shared activities using movement, actions, images, key words and phrases. **Students:** • **participate** in guided rhymes and stories, and **contribute** ideas for actions or movement to support comprehension • **describe** and **share** favourite things, for example, **create** a class display or **participate** in a	**Engage** and **cooperate** with peers in activities, using familiar phrases and modelled structures. **Students:** • **engage** in cooperative, guided activities, using modelled phrases, for example, to **name** and **order** food at the school canteen such as, *un gelatoper favore*, **noticing** simple nouns and the indefinite articles *un/una/un'/uno*	**Engage** and **collaborate** in group activities, using a range of familiar phrases and modelled structures. **Students:** • **engage** and **collaborate** in a shared lunch using modelled 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	**Collaborate** and **present** activities with peers, using a range of familiar phrases and modelled language. **Students:** • **collaborate** and **organise** 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 relating to	**Collaborate, plan** and **present** shared experiences and activities for others, and contribute to decisions using language to express opinions, preferences, and ideas. **Students:** • **contribute** to shared experiences or decisions, for example, **present** a performance, readers' theatre for younger students or **rehearse** for a school assembly, for

visual cues to support comprehension • **participate** in role-play, for example, repeat or respond to words, phrases and songs using puppets • **identify** familiar objects in the classroom by naming, pointing and matching, or by playing games, for example, 'I spy' or a treasure hunt.	• **identify** and **label** objects or food, for example, for a class party or celebration, for example, *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.*	show and tell using modelled language such as, *Questo è il mio orsacchioto, si chiama …* • **participate** in shared, guided, play-based activities, for example, **engage** in a real or simulated class celebration using modelled phrases such as, *Lo 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* • **participate** in guided role-play or scenarios, such as in a shop or at the market, for example, *Una banana per favore, Ecco, Quanto costa? Un gelato per favore.*	• **participate** and **cooperate** with others in guided role-play, sharing ideas, making simple choices, naming and buying, for example, at a sports store, *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 bassi, Salta un turno, Rotola di nuovo* • **respond** to modelled questions and statements in activities such as, *Di che colore è la maglia? È rosa.*	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.*	following instructions, routines and time, for example, a recipe, *Chiudi la porta! Apri il quaderno, Quando? Alle dieci* • **plan** and **sequence** information using a range of vocabulary, familiar phrases, structures, and expressions, for example, a guided presentation such as, *Prima, poi, dopo, alla fine.*	example, *Come/cosa possiamo fare?* • **plan** and **conduct** activities with peers suggesting ideas, 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 • **discuss** projects as a whole class, for example, *Cosa possiamo riciclare/riusare/ riutilizzare? Come possiamo ridurre i rifiuti a scuola/casa?* • **participate** in taking action in relation to care of the environment, or creating class rules and routines, for example, *Facciamo la differenza/ raccoltadifferenziata, Aiutiamo i bambini della prima ad attraversare la strada, Creiamo dei poster delle regole.*

Key concepts:

play, participation, rules

Key questions:

- Is play the same all around the world?
- How does play help us to learn?
- Why do we need rules?
- Why do we need to play?

Key concepts:

cooperation, roles and responsibilities

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?

Key concepts:

collaboration, planning

Key questions:

- How can we collaborate?
- What steps do we follow when planning?

Thread: Transacting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in guided role-play or activities with the whole class, using Italian to name and select items. Students: • **participate** in guided play-based activities such as games and modelled role-play, using language to **select, name** and **use** items, for example, in an imaginary shop, *Una banana per favore, Ecco, È … buono/a* • **notice** and **imitate** simple shopping conventions such as, *Buongiorno, grazie, no, sì ecco, una mela, ciao, per favore, arrivederci*.	**Participate** in guided and modelled role-play and games using language related to shopping or at the supermarket. Students: • **participate** in a modelled role-play, for example, in a supermarket, *Una banana per favore, Ecco, Quanto costa?* • **imitate** modelled language to play games involving counting and ordering in relation to money, for example, *Quanto costa? Costa …* • **choose** among items, for example, when using a catalogue or a shopping list.	**Participate** in and **respond** to real or simulated transactions, using modelled language related to buying and selling items. Students: • **participate** in and **respond** to modelled transactions during role-play, for example, between a shop keeper and a customer, such as, *Buongiorno, prego, grazie, Vorrei, una banana per favore* • **use** modelled questions and statements such as, *vero o falso* or play a board game showing items, prices and quantity, for example, *compro una matita, due dollari, È …? Ha …? Quanto costa? C'è …? Ci sono …?* • **participate** in guided, play-based experiences such as dress-ups, pretend pizzeria, market stands and puppet theatres.	**Engage** in and **use** modelled language in group activities and games in order to name, describe and select everyday goods. Students: • **engage** in activities to practise **naming**, **selecting** and **describing** goods, for example, **use** catalogues to create a shopping list, *un chilo di, una lattina di, una bottiglia di, cento grammi di* • **use** formulaic expressions to **interact**, for example, to **address** people, using modelled language such as, *arrivederci or arrivederla, Gracie mille* • **engage** in and **use** describing words and modelled phrases in games or role-play, for example, to **select** between given options relating to buying foods or a classroom pet such as, *Cosa vuoi? Voglio, Mi piace.*	**Engage** in and **use** modelled language in everyday transactions to express preferences and obtain goods. Students: • **engage** in and **use** modelled language in everyday transactions, using present tense, 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 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.*	**Participate** in simple, modelled transactions using informal language to express opinions and purchase goods. Students: • **participate** in real or simulated transactions or activities **using** modelled, informal language and simple present tense, for example, on a visit to a restaurant or when designing a restaurant, using language such as, *una pizza margherita per favore, un panino con …, Posso ordinare/avere il menu?* • **express** opinions and preferences, for example, during conversations at an Italian market, using modelled language such as, *È buono, Sono dolci, Sono bellissime, Che bel colore, Mi piace, Mi piacciono* • **express** an opinion and use simple phrases in a modelled role-play to focus on service and transactions when purchasing goods, such as, *È bellissimo/utile*.	**Participate** in modelled transactions and conversations, using formal and informal language to express opinions and justify choices. Students: • **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** opinions 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* • **organise** and **present** a conversation or skit to **express** opinions or **justify** choices such as, *Secondo me, è troppo caro È di moda, Quanto viene?*

Key concepts:			Key concepts:		Key concepts:	
transaction			transaction, interaction		transaction	
Key questions:			**Key questions:**		**Key questions:**	
• What is transacting? • How does role-play help us learn?			• How is role-play useful? • What words do we choose when transacting?		• What language choices do we make when transacting?	

Thread: Building language for classroom interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in classroom routines and **follow** instructions using modelled gestures and simple responses.	**Participate** in classroom routines and shared activities, and **respond** to instructions using modelled gestures, words and phrases.	**Participate** in classroom routines, shared activities and games, and **respond** to instructions using modelled language, rehearsed responses and phrases.	**Engage** in classroom activities and interactions using modelled language to thank, respond, praise, apologise, interject and excuse.	**Engage** in classroom routines and interactions using language to request assistance, clarify, apologise, give praise and compliment.	**Interact** in classroom activities, conversations and interactions, using language to describe experiences and procedures.	**Interact** in and **lead** class routines and activities using language to question, express opinions and discuss experiences.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **participate** in and **follow** classroom instructions such as, *Venite qui, Attenzione! Non parlate, silenzio, Alza la mano* • **respond** to modelled gestures that add emphasis to expressions, for example, *sì, no, ben, così così* • **respond** to modelled routines and **follow** instructions, for example, *Alza la mano per favore, Apri il quaderno, Chiudi la porta, Tira la palla, siediti, Sedetevi per favore* • **use** and **respond** to songs or parts of songs that contain key words related to class routines or instructions.	• **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* • **use** modelled formulaic phrases to **thank**, **apologise**, and **offer** wishes or congratulations such as, *grazie, prego, auguri, scusa, buon compleanno* • **participate** in shared chants or rhymes using actions, words and modelled language relating to class routines such as, *Ascolti/ascoltate la canzone, Metteti/ mettetevi in fila* • **rehearse** key phrases with the teacher, such as, instructions in games or modelled language in predictable texts.	• **participate** in shared tasks, activities and games using modelled language to **request** help or to 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 gomma? Sì/no. C'e …? Ci sono …? tocca a te* • **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* • **participate** in shared activities using simple words and phrases to show praise or approval, such as, *bene, molto bene, bravo/a.*	• **engage** in class activities and routines using modelled language and expressions to **thank** and **praise** others, such as, *Grazie, grazie mille, molto bene, mi piace questo, bravo!* • **use** simple structures to **apologise**, for example, *Mi dispiace* • **use** expressions or exclamations to **interject** and **excuse,** such as, *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.*	• **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? Apriil 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, Dov'è·? Mi passi … per favore? Mi dai … perfavore? Mi presti … per favore?* • **ask** or **clarify** how to say or write a word, for example, *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!*	• **interact** in shared conversations using modelled phrases such as, when meeting a friend, ordering food or explaining a recipe, for example, *Ciao come stai? Andiamo …? Vuoi venire …? Si grazie, No grazie, non posso venire, Vorrei una pizza margherita, Per primo piatto, Per secondo piatto, Ingredienti, Procedimento, Metodo* • **plan** and **lead** shared activities and tasks using procedural language and formulaic questions such as, *Cosa ci serve? Cosa facciamo? Ci serve, Prendi* • **engage** in a class discussion to **describe** an activity or experience using adjectives or adverbs such as, *La musica di … è più … della musica di … È interessante, divertente* • **engage** in conversations relating to shared experiences, such as procedures for a class activity or a recount of a shared excursion, for example, *Lunedi· siamo andati allo zoo con*	• **ask** and **respond** to questions, for example, where an event is taking place, such as, *Dove si fa la festa? Dove si trova? Dov'è? In Italia, vicino, lontano, Quando è la festa? In quale mese è …?* • **express** opinions, **agree** or **disagree**, using language appropriate to the interaction, such as, *Secondo me, Questo è corretto, non vale, È vero, È falso* • **use** formulaic language to **plan** or **invite**, such as, *Chi viene? Dove vai? Non posso* • **interact** in scaffolded and modelled class discussions selecting themes, activities or experiences, for example, *fa freddo in città, Secondo me è troppo freddo, Preferisco l'estate.*

					l'autobus, Prima … Poi … Dopo … Alla fine … Era ….	

Key concepts:	**Key concepts:**	**Key concepts:**
routine, politeness	responsibility, routines	responsibility, respect, negotiation
Key questions:	**Key questions:**	**Key questions:**
• What are our daily routines? • What does being polite look, sound and feel like?	• Why do we need routines? • Why do we need to share responsibility?	• What qualities make a good leader? • How does showing respect help us to learn and grow? • What skills do we need to work well with each other?

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise images, symbols and key words in simple spoken, written or multimodal texts and **use** in modelled tasks with teacher support.	**Recognise** and **find** key words and familiar phrases in simple spoken and written or multimodal texts and **use** in modelled tasks with teacher support.	**Recognise** and **locate** key words and simple sentences in spoken, written or multimodal texts and **use** information in modelled tasks.	**Identify** key information in simple texts in relation to home, school and local environments and **use** in guided tasks.	**Identify** specific information in simple texts and **use** to complete guided tasks, in relation to people, events, time and place.	**Locate** and **gather** information from a range of texts in relation to people, interests and routines and **share** in a variety of ways.	**Gather** and **compare** information from a range of texts in relation to young people's lifestyles, interests and preferences and **use** in a variety of ways to suit different purposes.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **recognise** images, key words or phrases in songs, rhymes or chants using visual cues	• **recognise** and **find** key words or familiar phrases, such as pointing to or circling key words in images, titles or labels	• **recognise** and **locate** 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** information from a variety of texts, for example, relating to school or home activities and **use** to create their own daily schedule	• **read** or **view** information about children in different contexts and **use** the information, for example, to **create** a simple profile	• **gather** information from a variety of texts, such as photos or video clips, relating to young Italian and Australian people in different cultural contexts and **share** in a variety of ways, such as with an article or report	• **gather** information from a variety of texts, such as simple news reports or documentaries, for example, relating to young people's lifestyles in Italy, **compare** findings, and **present** using graphic organisers or in digital formats
• **listen** for Italian sounds and key words in songs, videos and teacher statements and **respond** using gestures, actions or body language	• **listen** to and **respond** to simple guided questions using visual cues, gestures and expressions to show comprehension, for example, *C'è il gatto? Si c'è/No non, Quanti cani ci sono? Due*	• **locate** and **record** key words in texts by matching, clicking and dragging, describing, drawing or tracing	• **survey** peers in relation to home routines or school schedules and **use** a simple graph to **share** the results	• **respond** to and **generate** questions, such as in regards to dates, times and locations, for example, *Quando è? Domenica 10 giugno, A che ora? Alle dodici, Dove è la festa? La festa è a Milano*	• **listen** to, **watch** or **view** interviews with young Italian people and **use** this information to **compose** own texts in relation to shared interests	• **gather** information from a variety of sources, such as websites, books and magazines relating to, for example, environmental issues, such as recycling, and **use** information to **participate** in class discussions, for example, *la maggior parte degli studentii riciclano …, Pochi, giovani …,Tanti giovani …, Quasi tutti in …*
• **recognise** key words written in Italian such as labels or captions in shared simple texts	• **find** specific key words in a variety of simple texts relating to people, objects, size or colour	• **view** a report, for example, a weather report, **recognise** or **record** key words, and **share** in a modelled task	• **identify** specific information from simple familiar texts and **use** to **write** simple sentences with illustrations, for example, to **caption** a diagram or concept map	• **read** simple texts, such as advertisements, video clips or articles in children's magazines and **share** information relating to people, places, items and events	• **survey** peers or young Italian speakers in relation to interests and lifestyle, and **share** results using tables, concept maps or digital presentations, for example, *Dieci bambini giocano a tennis e tre a basket.*	• **collate** and **compare** notes or **view** texts relating to young people's interests and preferences, **organise** findings in a table, graph or concept map, and **use** modelled language such as *Metà della classe … La*
• **recognise** key words in shared reading of simple repetitive or predictable texts, such as big books or digital texts, with teacher support.	• **sort** information in a range of ways, such as by sequencing, labelling, naming, pointing, matching, clicking and dragging, describing, drawing or tracing.	• **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.*	• **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 … Non ci sono … Ecco la … Questa è … Questo è ….*	• **listen** to or **view** short, simple texts, **identify** specific information and **record** digitally or in writing, for example, by completing a cloze activity or creating a shared list.		

| | | | | | | *maggior parte … Pochi studenti … Tanti ragazzi… Alcuni studenti … Quasi tutti degli studenti,* and **present** to others using digital formats, such as a voice recording, presentation or video. |

Key concepts:	**Key concepts:**	**Key concepts:**
discovery, locating, recognising	obtaining, selecting, processing	comparing, evaluation, reliability
Key questions:	**Key questions:**	**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?	• What is factual information? • What are useful ways to gather information? • How do we select the most important information?	• How do we know what sources of information we can trust? • Why is certain information better suited to written, visual or spoken texts?

Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share information about self, familiar people and significant objects using gestures, pictures, songs and familiar words.	**Share** information about self, family and significant objects using gestures, pictures, familiar words and modelled phrases.	**Present** key information about family, celebrations and special events using simple modelled sentences.	**Present** factual information in relation to personal interests and preferences, using simple descriptions and modelled formulaic sentences.	**Present** factual information in relation to personal experiences, people, events, time and place, using familiar formulaic sentences.	**Convey** information and ideas in relation to personal and social experiences and **present** in a variety of ways.	**Convey** information, opinions and ideas in relation to personal and social experiences and **present** in a variety of ways for different audiences.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**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 or **show** a significant object and **share** using familiar words or modelled phrases such as, *Questo è il mio giocattolo, mi piace molto* • **retell** a story using key words and actions or	• **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*	• **present** key information 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 …* • **share** and **present** information about celebrations or special events using key words and modelled phrases and by **drawing** and **writing** captions or labels, such as, *Il mio compleanno, Questa è la torta, Ecco i regali, Ecco i palloncini*	• **respond** to a simple survey relating to likes and dislikes, for example, *Qual è il tuo libro preferito?* and **present** 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	• **present** factual information such as an invitation or poster, relating to people, events, time and place using formulaic sentences, for example, *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, and **present** to others as an interview, or advertisement such as,	• **gather** and **present** information in relation to experiences, special days or events, using, for example, graphics to **represent** ideas, bilingual captions for photos, or diagrams with labels • **plan** and **present** information and ideas, such as a digital presentation using modelled language, for example, a tourist or visitor guide for an Italian or Australian audience • **compile** a personal timeline, including, for example, birthdays, celebrations or special	• **recount** a personal experience and **convey** as a simple text, for example, a script or cartoon, using simple past tense sentences such as, *Venerdì sono stata al cinema, Prima mia amica ha comprato i biglietti, Poi …, Dopo …, Alla fine …, Era…* • **collate** information from a variety of texts and **present** in a format for a specific audience, such as a picture graph or diagram for younger students or a multimodal presentation for the

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.	• **share** information about family or familiar people using modelled descriptive sentences or **choose** from word lists to finish sentences such as *La mia sorella è sportiva, Il mio fratello è alto.*	• **recount** personal experiences relating to people and place such as, *la festa, la scuola, lo zoo, la spiaggia, l'estate, il picnic* and **share** using key words and modelled phrases such as, *In estate sono andata alla spiaggia.*	• **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.	*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 città, il fiume.*	events, and **present** using titles, captions and simple past tense sentences, such as *Sono nato/a a… Ho iniziato la scuola … Durante le vacanze/a Natale … Sono andato/stato … Ho … stata a ….*	school community or sister school correspondence • **convey** connected ideas and opinions gathered from different informative texts, such as timetables, brochures, websites or articles and **present** in a new way for different audiences, such as a TV commercial, travel itinerary or e-poster • **gather** information, ideas and opinions from a variety of sources, including interviews, and **prepare** and **present** information in response to a series of questions such as, *Chi? Chi è …? Dove? Dove vanno gli italiani per 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?*

Key concepts:	**Key concepts:**	**Key concepts:**
sharing, presenting	informing, presenting	informing, conveying
Key questions:	**Key questions:**	**Key questions:**
• What information do we like to share ? • What are the ways we can share information?	• How can we present information we have gathered? • How do pictures help us share our ideas? • How can description add richness?	• Does format matter? • Do all texts have an audience? • How do you think visuals help to get our message across?

Sub-strand: Creating

Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

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** through actions, movement, dance, singing and shared storytelling.	**Participate** in listening, viewing and reading simple imaginative texts and **respond** through shared reading, singing, dance and other forms of expression.	**Participate** in simple, familiar imaginative texts and **respond** through shared reading, retelling and other forms of expression.	**Participate** in simple imaginative texts and **respond** using modelled statements in relation to favourite characters and events.	**Participate** in a range of imaginative texts and **respond** using modelled descriptions in relation to characters, places or themes.	**Engage** in a range of imaginative texts and **share** own experiences, feelings and responses using modelled language.	**Engage** in a variety of imaginative texts and **share** key messages, cultural meaning and personal opinions.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **listen** to and **view** shared imaginative stories and songs and **respond** through 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.	• **listen** to and **view** simple texts, for example, a shared big book, and **respond** by reciting or mimicking familiar key words or 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 and **respond**, for example, by drawing, labelling or creating a digital representation using key words such as *È un uccello, È verde.*	• **participate** in a range of shared texts and **respond** by labelling pictures or sequencing events by drawing, describing characters or using props to **retell** favourite parts such as, *L'uccellovola, 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.	• **participate** and **respond** to imaginative choral reading of texts, such as *Pinocchio* stories, using modelled sentences to state favourite characters, places or events, for example, *Mi piace Pinocchio, È divertente, Non mi piace la storia perché ètriste, 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 documentaries and **respond** by giving opinions, such as *Mi piace Non mi piace la canzone, il quadro/il dipinto, Il documentario è interessante*	• **participate** in a range of simple imaginative texts and **respond** to teacher questions before, during and after reading, such as, *Quale 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 different imaginative texts and **begin to notice** expressions and how language is used, for example, *Permesso, grazie mille* • **engage** in and **respond** to the characters, places and themes in a variety 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.*	• **respond** to elements in imaginative texts and **share** feelings and responses with others, for example, *La storia parla di …, 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.*	• **engage** in selected short texts, **make** connections with own experiences and **share** opinions about events or key messages, using modelled language such as, *Secondo te è divertente la storia? Secondo me …* • **share** opinions in relation to a range 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 and **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

			• **recite** a simple poem, rhyme or chant to assist recall of key words, phrases and ideas.			movie, or cultural meaning in artworks.

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:

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:

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: Creating and expressing imaginative experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create and **share** simple imaginative songs, chants, rhymes and stories using verbal and non-verbal forms of expression.	**Create** and **share** simple imaginative texts using gestures, actions, sound, familiar words and modelled phrases.	**Create** simple imaginative texts and **perform** using familiar words and modelled language.	**Create** and **perform** simple imaginative texts using familiar modelled language for different audiences.	**Create** and **perform** familiar imaginative texts, using modelled language for different audiences.	**Create, perform** or **present** imaginative texts that explore elements of language and culture.	**Create, perform** or **present** original imaginative texts that express elements of language and culture.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **create** and **share** simple and 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** titles or speech bubbles • **share** imaginative stories and symbols from their own cultures using the creative arts, such as dance, drama and visual art to express ideas.	• **create** a class story, song or rhyme using 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 • **rehearse** and **share** a simple performance or art presentation using modelled language for a buddy	• **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 **co-write** a simple story, and use modelled language to **present** to the class, a buddy class, parents or at a school assembly.	• **create** a new version or **modify** a well-known song, rap or rhyme by changing key words or parts of lyrics and **perform** to peers • **create** a script for characters from a familiar story and **perform** for the class, for example, a readers' theatre • **rehearse** simple poetic texts that include elements such as rhyme, alliteration and repetition and **present** to peers or at a school assembly • **use** images or illustrations to **create** in written form or **re-tell**	• **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** a short skit from an existing or familiar imaginative text using familiar language and **perform** with peers • **create** and **label** an artwork or photo montage and **present** as a digital or class display.	• **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 message, card or email to their favourite character from a story, actor in a movie or a presenter of a children's program.	• **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, and **present** or **perform** in a variety of ways for different audiences • **produce** and **present** an original picture book, mini

	class or school assembly.		orally, a simple story using familiar modelled language suitable for a younger class.			book or e-story for younger students.

Key concepts:	**Key concepts:**	**Key concepts:**
re-creating, imagination	creating, re-imagining, performance, presentation	adapting, performance, engagement
Key questions:	**Key questions:**	**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?	• How can I re-tell a story without losing the message? • How can I make my presentation or performance entertaining?	• 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?

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

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 or other known languages.	**Notice** that gestures, words and phrases carry meaning and **share** connections between Italian, English or other known languages.	**Notice** and **share** simple words, phrases and gestures **noticing** connections in meanings between Italian, English or other known languages.	**Recognise** and **translate** high frequency words, phrases and simple sentences and **share** meanings.	**Translate** simple, familiar texts and **explain** meaning, including aspects of Italian language and culture.	**Translate** and **interpret** familiar texts, **recognise** equivalence and non-equivalence and **share** phrases and expressions that carry cultural meaning.	**Translate** and **interpret** familiar and unfamiliar texts and **share** ideas about literal and non-literal translations and cultural meanings.
Students:		**Students:**	**Students:**	**Students:**		
• **listen** to and **sing** familiar songs, **read** illustrated stories and **match** words to pictures in games, noticing that both Italian and English words and actions have meaning	**Students:**	• **notice** and **share** similarities and differences in writing and pronunciation of Italian and English words such as *l'animale, l'appartamento, la classe*	• **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', *ho* 'I have'and *o* 'or', *hai* 'you have'and *ai* 'to the', *hanno* 'they have' and *anno* 'year'	• **translate** simple texts and **explain** meanings of Italian culture such as, *vacanze estive, la passeggiata*	**Students:**	**Students:**
• **notice** similar words, gestures and expressions between languages, such ways of using greetings or saying 'yes' and 'no', such as, *Ciao, sì, no, grazie*	• **being to translate** gestures, actions and simple words, such as everyday greetings, gestures and phrases, using classroom resources such as pictures, flashcards and posters	• **notice** and **interpret** the meaning of gestures, facial expressions and phrases, such as, when expressing likes and dislikes, or when greeting or expressing feelings	• **translate** familiar words, phrases and simple sentences to create labels, captions or signs, for example, **label** a class display, or **create** bilingual signage for the school, such as, *i libri, le matite colorate, la biblioteca, l'ufficio, la palestra*	• **begin to translate** familiar phrases and simple sentences using printed or online dictionaries and translators	• **translate** and **interpret** simple familiar texts such as, a children's book, advertisement or menu, **recognising** that some have no direct equivalent and may require explanation, for example, *Vietato entrare! Ferragosto, il Presepe*	• **interpret** cultural gestures, behaviours and expressions used, for example, in an interview, conversation or television commercial
• **notice** that gestures as well as words or phrases are used, for example, to celebrate success or offer praise, such as, *evviva, bravo, brava*	• **share** simple rhymes and songs with others, for example, the birthday song or a familiar nursery rhyme	• **compare** simple songs or rhymes in two languages, **noticing** similarities and differences in meaning	• **share** words, phrases and expressions that are difficult to interpret, **noticing** that words do not always correspond across languages, for example, *fa freddo, fa caldo, ho fame, ho sete*	• **translate** and **explain** written and oral phrases, expressions and speech that do not translate easily or that require cultural explanation, for example, *fare colazione, fare una doccia, fare cena*	• **compare** and **share** images, symbols, words and expressions used in an Australian context, for example, on public signs, on transport, in cafes, in magazines, or on websites, for example, *pizzeria, cappuccino, espresso, piano, forte, allegro*	• **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
• **listen** to and **notice** different ways of saying the same thing in English, Italian and known languages, for example, 'Hello', 'My name is', *Ciao, Mi chiamo*	• **recognise** familiar words and phrases noticing that some words have more than one meaning, such as *Ciao* meaning 'hi' and 'bye'	• **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*	• **recognise** Italian in simple texts and **share** how meaning can change when translated into English, for example, shop and street signs or	• **create** a bank of common Italian expressions and idioms and **compare** with English or other known languages, for example, *in bocca al lupo*.	• **consider** challenges when translating notices, messages or labels that require cultural explanations, for example, 'No hat no play', 'Slip Slop Slap', 'Sun smart'.	• **translate** and **explain** a range of short texts and **recognise** that explanations are needed when words or cultural meanings do not translate, for example, *Diamoci del tu, Non vedo l'ora! Stammi bene* or Australian expressions such as, 'g'day mate', 'stickybeak', 'fair dinkum', 'bring a plate'
• **view** or **watch** Italian children in photos or videos noticing everyday expressions or gestures such as shaking hands, hugging or kissing on the cheek.	• **notice** the use of titles between languages, for example, *Professore/ professoressa, Signor/Signora* and compare with English titles, 'Mr', 'Ms' and 'Mrs'	• **explore** and **compare** the pronunciation and spelling of English words that have been borrowed from Italian such as,				• **discuss** cultural meanings and understanding when translating or explaining,
	• **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 **create** bi-lingual labels such as *l'autobus, il treno, il mercato, il supermercato.* | *opera, ombrello, piano,* and *spaghetti.* | text titles, such as song or book titles. | | | 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, translation, 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:

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?

Thread: Creating bilingual texts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create shared bilingual texts using pictures, modelled words and expressions. **Students:** • **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 • **create** a bilingual chart or shared picture dictionary by **drawing** pictures, **collecting** images and **labelling** in Italian and English or other known languages • **create** labels for home or school by **copying** or **tracing** bilingual words	**Create** personal or shared bilingual texts using key words, phrases and simple sentences. **Students:** • **create** and **label** a bilingual poster or a photo montage for the classroom, relating to familiar everyday concepts such as, mealtime or getting ready for school • **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, *lo gioco con la palla*	**Create** personal or shared bilingual texts using modelled words, phrases and simple sentences, **noticing** connections. **Students:** • **create** personal or shared sets of cards using familiar bilingual words and **play** matching games such as 'Memory' or 'Snap' • **record** bilingual translations of phrases and simple sentences for classroom use • **create** and **maintain** a shared bilingual dictionary using images, symbols and new Italian words • **create** a photo story of a shared event such as Carnevale or Harmony Day, and **write** simple	**Create** bilingual versions of simple texts **noticing** connections between languages. **Students:** • **create** bilingual resources such as labels, signs, word lists, charts or displays for the classroom or school environment, for example, *la palestra, la classe, l'aula, i banchi* • **create** a bilingual mini book or booklet based on a familiar text, **noticing** connections between versions, such as, literal or non literal translation and word order • **create** bilingual versions of a familiar song, rhyme or story by selecting key words and switching	**Create** simple, bilingual texts for different purposes and **discuss** connections between languages. **Students:** • **create** a simple bilingual version of a game, such as an action game, card game or board game to play with a buddy class, **noticing** connections between languages • **create** simple bilingual texts for different purposes, for example, a map or plan of a house or school with bilingual labels and simple directions • **create** simple bilingual print or digital dictionaries, charts or word lists for class use and **discuss** translations between languages	**Produce** a range of bilingual texts and learning resources for a range of audiences, using word lists, bilingual dictionaries and online translating tools. **Students:** • **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	**Produce** a range of bilingual texts for a variety of audiences and purposes, using digital dictionaries or online translating tools. **Students:** • **produce** a bilingual text to promote awareness, such as invitations to attend a performance, a poster advertising an Italian cultural event or a menu for the school canteen, by **making** posters, displays, or a blog to **inform** a range of audiences • **create** a shared list of words and phrases that lose meaning when translated and **continue to add** as examples arise, including words that do not have direct translations

| such as, *il tavolo, la sedia, la porta, il letto.* | • **co-create** a simple oral bilingual text such as a song, simple repetitive story or puppet play. | bilingual sentences, based on modelled language

• **create** a simple bilingual presentation and **present** to peers or at a school assembly, for example, an introduction to greetings in Italian, English or other known languages. | between languages, for example, *Stella, stella brilli tu, Nella Vecchia Fattoria, or Il Piccolo Bruco Maisazio.* | • **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 themselves. | others to complete a cloze activity or game

• **play** circle games translating Italian words into English and vice versa

• **create** a bilingual advertisement such as a poster or simple video text, for example, to advertise an upcoming event, such as *Venite al festivale! Celebrate Harmony Day!*

• **write** a bilingual recount of an event for the school's newsletter, using captions, words, phrases or simple sentences in Italian and English, or local, community languages. | • **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

• **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: **creating, bilingualism, multilingualism** **Key questions:** • Why do we need bilingual stories? • What languages can I use?	**Key concepts:** **creating, bilingualism, multilingualism** **Key questions:** • Why could it be useful to have more than one language when creating texts? • How can we communicate when we don't speak the same language?	**Key concepts:** **audience, performance, presentation** **Key questions:** • What is challenging when creating bilingual texts? • What real-life situations would be helped by a bilingual or multilingual text? • How does being bilingual or multilingual help our learning?

Sub-strand: Reflecting

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

Thread: Reflecting on intercultural experience

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice and **share** ways in which Italian language and culture are new or interesting.	**Notice** and **share** ways in which Italian speakers communicate and how people use different ways to communicate.	**Notice** and **share** aspects of Italian language and culture **noticing** similarities and differences to own languages and cultures.	**Participate** in intercultural experiences and **describe** what can be learnt about self and others.	**Participate** in intercultural experiences and **discuss** what can be learnt about self and others.	**Engage** in intercultural experiences and **discuss** own and others' responses, reactions and assumptions, noting how culture influences language choice and behaviour.	**Explore** and **compare** own and others' responses, reactions and assumptions before, during and after intercultural experiences.
Students:	**Students:**	**Students:**	**Students:**	**Students:**		**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	• **notice** ways of speaking in Italian that are similar or not similar to their own ways, such as, ways of greeting, thanking and apologising	• **notice** and **share** ways that Italian people, both children and adults, show politeness and respect, by the way they greet people or titles used	• **view** images of or **participate** in cultural practices or significant cultural events, **notice** any connections and **relate** to own personal experiences	• **discuss** cultural practices, for example, celebrations such as Christmas, *L'albero di Natale,* Easter, *L'uovo di cioccolato* and **share** ideas, thoughts and feelings using language such as *Cose diverse, Cose simili Io celebro … Io non celebro … io festeggio … Io non festeggio …*	**Students:**	• **engage** in conversations with Italian speakers, in person or online, for example, from a sister school, **noticing** cultural elements such as eye contact, actions and agreement, and **compare** to own interactions
• **view** real-life experiences from Italian culture and **share** what is noticed, for example, from a video, or a guest speaker or community member at a school event	• **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	• **explore** and **respond** to familiar cultural practices and celebrations and **share** connections to their own experiences, for example, *Santo Stefano, Ferragosto, Carnevale or Pasquetta*	• **experiment** with using 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 respect		• **describe** aspects of own identity, for example, ask how a school day would change if they were in Italy or what they might think about a shared lunch with an Italian family, noticing language expressions and routines	• **explore** and **compare** own and others' cultural assumptions about interests, family, school, holidays and leisure, for example, by conducting a survey and comparing the results
• **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** responses or reactions, using Italian, for example, 'I like it when' or 'That word sounds like', such as, *Mi piace quando, La parola è come….*	• **explore** ways that children in Italy and Australia play games, buy or eat food, interact with family members and participate in school life and **respond** to questions such as *Cosa vedi? Cosa c'è?*	• **explore** artefacts from Italy and Australia and reflect on what is noticed	• **participate** in an intercultural experience, such as, preparing or eating food at an Italian culture day or festival, **noting** feelings and thoughts prior to, during and after the experience, and **share** feelings, thoughts and points of view related to culture, with the class.	• **display** images, messages and short texts that represent a range of languages and cultures in the classroom and **record** insights they have gained about one another	• **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 èvero/bello/giusto*
• **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.			• **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.*		• **identify** cultural meanings or messages in texts and **discuss** responses and reactions with others	• **identify** own assumptions about Italian people and cultures and consider what assumptions others might hold about Australian people and cultures
					• **consider** aspects of own language use that reflect own cultural perspectives and experiences, such as references to activities, interests or significant events	
					• **consider** what adjustments in behaviour or language	

| | | | | | might be needed if a student from Italy visited their school or home. | • **use** appropriate phrases to show respect for age, gender, or social authority and **reflect** on how this is shown in own cultural practices. |

Key concepts:	**Key concepts:**	**Key concepts:**
noticing, culture	exploration, connection, variation	reflection, comparison, diversity, respect, communication
Key questions:	**Key questions:**	**Key questions:**
• What languages and cultures are around us? • How does it feel when I try a new language?	• 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 is an intercultural experience? • How does knowing languages change the way I communicate? • How can we show respect for diversity?

Thread: Identity in intercultural interaction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice that they and others belong to groups and that different languages are used to communicate.	**Identify** the groups to which they belong, **noticing** ways that they and others communicate.	**Identify** and **share** aspects of self, **noticing** ways that they and others communicate.	**Recognise** and **share** ways that language use and behaviour reflect identity and relationships.	**Recognise** and **share** how intercultural interaction may shape identity and communication.	**Reflect** on and **describe** how the experience of learning Italian may affect own and others' perspectives, behaviour and identity.	**Reflect** on and **describe** how learning and using Italian impacts or influences own and others' perspectives, behaviour and identity.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **recognise** that people use different languages and gestures to communicate • **share** 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, for example, *Questa è la mia famiglia, i nonni i bisnonni, gli zii, gli amici, i cugini* • **read** stories about people from various cultures, countries and linguistic backgrounds and **notice** connections to their own lives	• **identify** groups that they are part of, such as the Italian class, family, friendship or sporting groups and **notice** ways that each group communicates • **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	• **identify** and **share** their own ways of communicating and interacting and **notice** connections between English, Italian and other known languages and cultures, in texts such as images, songs, stories and rhymes • **identify** belonging to groups, for example, *i miei amici, La mia classe d'italiano, la mia scuola, la mia famiglia, la mia comunità,* **noticing** languages that are spoken in those groups, for example, *Sono australiana, Parlo inglese e cinese,* and **share** personal texts they create about themselves as	• **notice** and **explore** differences in language use based on the relationship between people, for example, different ways of naming, greeting and addressing someone, such as by using titles, terms of endearment, or casual language between friends • **recognise** themselves as members of different groups and **reflect** on their relationships, language use and behaviour within these groups, for example, relationships between and languages used by teacher, students, friends, coach or family members	• **recognise** and **share** how aspects of personal identity are expressed, such as, gestures, behaviour and language, in different occasions, for example, in the classroom, school 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, via a digital profile, avatar or montage, and **consider** which aspects of identify	• **reflect** on and **describe** aspects of identity, for example, how they might behave or react to a new or unfamiliar experience, such as going to a soccer game, eating in an Italian restaurant or going to school in Italy • **listen** to, **view** or **read** Italian and English texts, and **reflect** on own and others' perspectives • **consider** whether own behaviour might change in the process of learning Italian, for example, when engaging in intercultural activities outside of the Italian classroom	• **reflect** on own experiences of learning Italian and **describe** how learning has influenced own behaviour and language use inside and outside the classroom, such as when playing games, watching Italian movies, or going to an Italian restaurant • **describe** and **present** aspects of own identity such as appearance, personal characteristics, cultural and linguistic background, family, preferences, and experiences and **reflect** on their contribution to own identity

• **begin to notice** how aspects of language and culture in stories also contribute to their own identity, such as ways of behaving or use of greetings and gestures.	behaviours what makes them who they are, for example, **draw** cultural symbols, logos or flags, and **write** in known languages.	a part of groups they belong to and their identity • **reflect** on and **share** their own characteristics, interests and preferences and **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 la fragola.*	• **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.	they choose to communicate to others • **describe** own family or group cultures, **consider** own identities within these groups and **reflect** on the impact of their own or others' communication.	• **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?* • **create** and **share** texts that represent elements of their own identity.	• **reflect** on the experience of learning and using Italian, and **identify** any changes in perceptions or attitudes, for example, ask themselves, 'What did I first think about learning Italian and what do I think now?' • **explore** aspects of language and culture for example, topics relating to image, personal space or values, and **consider** what might be acceptable for self and others, for example, *Si può fare, non si può fare, È permesso …?*

Key concepts:

identity, sharing, belonging

Key questions:

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

Key concepts:

reflection, identity, self-awareness

Key questions:

• 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:

identity, reflection, decentring

Key questions:

• 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

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

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

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 simple spoken Italian, and how they are represented in writing.	**Notice** and **reproduce** the sounds and rhythms of simple spoken Italian and **recognise** how sounds are represented in writing.	**Notice** and **begin to produce** the sounds and patterns of spoken Italian, **recognise** how sounds are represented in writing and **experiment** with writing them in words.	**Recognise** and further **develop** sound knowledge, pronunciation and intonation, **experiment** with spelling high frequency words, and **use** appropriate punctuation in writing.	**Recognise** and **apply** rules of pronunciation and intonation, **say** and **write** high frequency words, and **use** conventions of spelling and punctuation.	**Understand** and **discuss** conventions of pronunciation, intonation, spelling and writing and **apply** these in familiar written or oral texts.	**Understand, discuss** and **apply** conventions of pronunciation, intonation, spelling and writing in a variety of written and oral texts.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **begin to notice** and **experiment** with sounds, rhythm, intonation and patterns, by singing, reciting, imitating, and repeating words and phrases, in songs, video clips and chants • **begin to notice** that the Italian alphabet is phonetic, has 21 letters and is very similar to the English alphabet, and **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 • **begin to notice** sentence level punctuation and capital letters for names.	• **mimic** and **begin to reproduce** orally and in writing, the sounds and rhythms of Italian, for example**,** the vowels *a, e, i, o, u,* 'ch' in *Ciao* or 'k' in *chiamo* • **begin to recognise** and **recite** Italian letters and sounds 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 such as playdough and sand as visual aids, • **notice** and **imitate** some formulaic structures when giving personal information about self or others' identity, such as *Ho una sorella, Sono una bambina*	• **notice** and **begin to produce** sounds and sound patterns 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, imitate** 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 spelling rules that affect pronunciation such as, *ci,* (cinema) *ce,* (cena) *gi,*	• **notice** 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.*	• **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** and **practise** 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.	• **recognise** and **develop** pronunciation and intonation, 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** or **syllabify** words**,** or **break** them up into morphemes, to support correct pronunciation, spelling and meaning, for example, *for-chet-ta, a-ran-ci-o-ne, gio-cat-to-lo-etta (*as in *macchinetta)* and *-issimo (*as in *bellissimo).* • **recognise** exceptions to rules in spelling according	• **apply** phonic knowledge and spelling rules, for example, when reading or writing double consonants such as, *la mattina, il cappello* • **discuss** differences in pronunciation of letter blends (digraphs and diphthongs) 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…* • **recognise** and **write** or **spell** multisyllabic words that include digraphs and consonant-vowel

• **notice** the use of basic punctuation.	*(giraffa) ge, (gelato) ca, (capra) co, (cocomero), cu, (cubo) ga, (gatto) go, (gonna) gu (gufo)* • **experiment** with basic 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.	combinations, such as, *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:

systems, speech, symbols

Key questions:

- What connections are there between alphabets?
- What sounds do I recognise?
- How is Italian like/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** and **respond** to elements of grammar, using simple metalanguage terms, and **use** context related vocabulary. **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	**Notice** and **use** elements of grammar, using basic metalanguage terms, and **use** context related vocabulary. **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*	**Recognise** and **use** modelled structures, **name** grammatical elements of words, phrases or simple sentences using basic metalanguage terms, and **use** context related vocabulary. **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	**Identify** and **use** modelled grammatical structures and context related vocabulary in simple sentences and short texts, referring to metalanguage terms. **Students:** • **recognise** 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*	**Understand** modelled grammatical structures and context related vocabulary and **apply** in simple sentences and short texts using familiar contexts. **Students:** • **recognise** and **use** grammatical features such as pronouns, *mi, tu, la mia,* prepositions, *sopra, sotto, sulla, nella*, singular and plural forms, *il gatto, i gatti, La mia matita è nella cartella,* definite and indefinite articles, *il banco, la porta, un amico,* and gender, *il, la*	**Understand** and **use** modelled grammatical structures and context related vocabulary in simple and compound sentences within short texts. **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*	**Understand** and **apply** modelled grammatical structures and new and context related vocabulary, and **experiment** with compound and complex sentences. **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*

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, for example, nouns, verbs and numbers, used in songs, games, and chants • **begin to use** simple metalanguage, such as letters, words, capitals, fullstops.	*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** common verbs, *Mi piace,* pronouns, *io, tu* and simple adjectives, *bello, grande, forte* • **begin to use** vocabulary such as *triste, felice, bene, male* for feelings and emotions • **develop** number knowledge, for example, numbers 0-20 and **use** in realistic contexts, such as to count objects or tell the time.	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* • **begin** to understand questions, for example, *Chi? Quanto?*	• **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, and **write** simple sentences using modelled structures, such as subject-verb-object, *Il gatto è bianco, Lo 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.	• **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 • **use** the names for the days of the week.	• **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,* for example, *Io ho due sorelle ma non ho fratelli, La mela è rossa e la 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 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.	• **identify** and **apply** gender, and singular and plural nouns, such as *il libro, i libri, la matita, le matite* and **notice** some nouns that 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 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 *fratellino, sorellina* • **apply** adverbs to create sentences with some elaboration, for example, *Non-vado mai, Cammino lentamente* • **explore** metalanguage in Italian to describe patterns and grammatical rules • **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. |

Key concepts:

systems, grammar, vocabulary, naming

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. **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 such as labels, anchor charts, displays, books, talks and songs in the classroom • **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	**Recognise** how language is organised as texts which may take different forms and be for different audiences. **Students:** • **notice** how language is organised as text such as stories, games, movies, labels, songs and charts, and **use** metalanguage to name specific text features • **notice** that text features such as captions, titles, page numbers, lists or dot points are used to match, 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 features such as, rhyme, repetition and rhythm, in songs and chants, and **experiment** with these in own texts	**Recognise** and **understand** that language is organised as texts which may have different features, and **begin to use** familiar modelled features. **Students:** • **listen** to, **view** or **read** a variety of texts and **recognise** that language is organised in different forms such as stories, greeting cards, posters, or graphs, each with different features • **develop** understanding of joining words or phrases using conjunctions such as 'and' • **recognise** that different types of texts have different features, for example, rhythm and repetition in songs and formal and informal forms of address in letters • **notice** the features in different written texts such as, punctuation,	**Recognise** and **compare** text features and some writing conventions in simple modelled texts drawn from familiar Italian and English texts. **Students:** • **recognise** and **use** 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** features, for example, the layout, use of sound, use of images • **use** 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	**Recognise** and **use** text features and specific writing conventions of familiar types of texts and compare to English. **Students:** • **recognise** commonalities between texts in Italian and English, for example, features of greeting cards • **read, view** or **listen** to a range of familiar texts, such as procedures or short stories and **discuss** the text features, such as, layout, structure and use of images • **recognise** text 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** and **begin to apply** specific text features and writing conventions to suit different texts, purposes and audiences. **Students:** • **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 • **use** and **apply** writing conventions such as spelling and punctuation, including capitalisation • **understand** simple sentence structures, or	**Identify** text features and written conventions in Italian texts and **apply** in own texts to suit different purposes and a range of audiences. **Students:** • **identify** and **explain** the main text features of familiar Italian texts, 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 and **create**, for example, a presentation to a buddy class • **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

• **create** 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 • **begin to use** metalanguage to name familiar types of text such as story, rhyme, song, video or conversation.	• **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, such as instruction manuals for games, recipes or lists of things to do, recognising that texts can be oral or written.	tables, graphs, diagrams, images and sub-headings • **use** features of familiar or modelled examples of texts, for example, captions or speech bubbles.	• **observe** verb tense used in different types of texts, for example, in narratives or procedures • **recognise** text features and writing conventions in simple familiar spoken written and multimodal texts, such as poems, songs and stories.	• **use** information from one type of text to create another, for example, **create** a shopping list from a recipe, or a list of clothing from a weather report • **compare** simple written texts, such as a written message or postcard, and **notice** text features such as terms of address, or the sequencing of information.	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 and English texts, such as the use of speech marks or accent marks • **recognise** text features associated with particular types of texts, for example, command verbs in recipes.	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 • **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: conventions, structure, noticing **Key questions:** • When do words become a text? • What do I notice about texts around me?	**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 variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to notice that different Italian words and phrases are used according to the situation, relationship and time of day.	**Notice** and **use** different words, phrases and expressions according to time of day, situations and relationship.	**Notice** and **share** different words, phrases and expressions used to address and greet people according to age, relationship and situation.	**Recognise** and **give** examples of how words, phrases and expressions vary according to gender, age and relationship.	**Recognise** and **give** examples of how words, phrases and expressions vary according to relationship and context.	**Identify** and **discuss** how language and behaviour vary according to age, relationship, context and cultural practices.	**Consider** and **compare** how language and behaviour vary according to relationship, context, cultural practices and values.
Students:	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**	**Students:**
• **begin to notice** communication between people of different ages, by viewing interactions or video clips, for example, people using greetings such as *Buongiorno Signora, come sta? Ciao, Gianna*	• **notice** how language changes in various situations, such as when with friends or family members, at home or at school, for example, *Ciao, Buongiorno, Arriverderci, Buonasera, Buonanotte*	• **notice** how language varies according to context and situation, for example, language used with friends, such as *vieni, dai, andiamo,* and formal language used with teachers such as *permesso, posso, scusa Signora*	• **recognise** that Italian varies according to relationship, for example, *Permesso, Prego, Ciao, Per favore, Buon Appetito, A domani*	• **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** and **discuss** how language is used in different contexts in relation to formal and informal registers	• **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 greetings vary according to the time of day, for example, *Buonasera, Buonanotte*	• **notice** and **use** different language and expressions with people depending on context, such as, in exchanges between children and adults, and between familiar and unfamiliar people, for example, *Buongiorno Signora, come sta? Ciao mamma/papà.*	• **notice** that greetings vary according to the time of day or occasion, for example, *Buon Compleanno, Tanti auguri, Buon Natale, Felice Anno Nuovo*	• **recognise** and **give** examples of how they communicate with own family and friends and with people less familiar to them, noticing differences in gestures, behaviour or expressions	• **recognise** and **compare** ways that their own language and behaviour varies, for example, when interacting with familiar and unfamiliar people	• **identify** and **make** connections between culture and language use, noticing changes in vocabulary and expressions that may reflect cultural practices for example, *vorrei, mi scusi*	• **discuss** the use of register when using language in different contexts, for example, in the classroom, in a restaurant or when shopping
• **notice** the titles used when speaking to adults who are not family members, for example, a teacher, the principal or a community member.		• **notice** that relationships between people can be identified by observing and listening to interactions.	• **observe** Italian speakers and **give** examples of gestures, words or expressions that may be used by some people in some situations but not others	• **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'	• **understand** the importance of using appropriate terms of address when interacting, such as, with close friends, family or acquaintances	• **notice** that language, expressions and behaviour reflect mood, feelings, values or relationships, for example, forms of address or the use of emotive or affectionate language.
			• **recognise** that language use varies in different contexts, such as playing in the playground, during a sports lesson or at a friend's house.	• **recognise** pronouns and forms of address used with different people depending on the relationship, for example, *il dottore, la dottoressa.*	• **discuss** variations in language use according to cultures, such as youth culture, sporting culture, and school culture	
			• **recognise** that adjectives change according to gender, for example, *la casa piccola, il ragazzo alto.*		• **identify** how language and behaviour varies depending on how people feel, noticing the use of emotive language and gestures.	

Key concepts:	Key concepts:	Key concepts:
noticing, variation, respect	variation, formality, comparison	variation, context, register, status, respect
Key questions:	**Key questions:**	**Key questions:**
• How do we vary our language when talking to family, friends or adults?	• How do we change our language in different situations?	• Is there more than one way to get the same message across? • How is respect shown through language?

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. **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.	**Notice** that English and Italian, as well as many other languages, borrow words from each other. **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.	**Notice** that languages borrow words, phrases and expressions from each other. **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 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.	**Notice** that languages are influenced by other languages and change over time. **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* • **notice** 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*.	**Understand** that languages change and influence each other according to context, time and place. **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.	**Understand** that Italian and all languages change over time and are influenced by other languages, technology, experiences and ideas. **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 to see the extent of sharing between languages over time, for example, the English word *ballet*, comes from the French, which came from *balletto* and *ballo* in Italian and originally *ballare* in Latin • **recognise** that some cognates are 'false friends' such as, *fattoria, libreria, parenti*.	**Understand** that Italian, as with all languages, changes over time and is influenced by societal changes and global trends. **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 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.

Key concepts:	Key concepts:	Key concepts:
diversity, change	diversity, change	diversity, change, origin
Key questions:	**Key questions:**	**Key questions:**
• Which languages do I hear or see around me? • Where in our community is Italian spoken?	• 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?	• 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: Role of language and culture

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

Thread: Relationship 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. **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, *marionettes, bambola di pezza.*	**Notice** connections between own and others' languages and cultures. **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 appetite* • **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.	**Notice** some ways that language use reflects culture**.** **Students:** • **explore** the meaning of culture, and **understand** that it involves visible elements such as foods, music or festivals, as well as invisible elements such as manners, gestures or personal space • **notice** and **explore** some elements of culture such as how people live, ways of eating and ways to celebrate • **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.*	**Recognise** ways that languages and cultures are reflected in everyday interactions. **Students:** • **understand** that language reflects cultural values, for example, how terms of affection used with children, relate to food or animals, such as *polpetta, 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 • **explore** cultural meanings or ways in which names are chosen in various languages and cultures.	**Recognise** and **discuss** ways in which language use is reflected in cultural practices. **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, for example, words for different kinds of breads, pasta or cakes.	**Understand** connections between own and others' cultural practices, values and language use. **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.*	**Understand** that cultural practices and values affect language use, behaviour and communication. **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 language use might vary according to cultural practices and values, such as terms of address, ways to greet and farewell, share, request or interact with others.

Key concepts:	Key concepts:	Key concepts:
culture, connection	culture, connection	culture, connection
Key questions:	**Key questions:**	**Key questions:**
• What do I already know about Italian and its cultures? • What do I want to know about Italian and its cultures?	• Language and culture - how are they connected? • What cultural words or expressions do I notice in Italian?	• 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?