Sample – Catherine Cheater Scheme of Work for Italian

Suggested Daily Parcels - Week Five	
A Intercultural understanding: Dialects and accents in the UK ▪ Discuss how people may pronounce the same word differently or use different words. ▪ Pay a visit to Sounds Familiar at www.bl.uk/learning/langlit/sounds/index.html. ▪ For Italian sounds including "gli", visit www.cyberitalian.com/en/html/alphabet.html **Resource**: Internet	**B Spelling: *Paolo*** ▪ Play Pass the Parcel with *Paolo*. Every time the music stops the children chorus: *Come ti chiami? Mi chiamo Paolo.* **Resource**: CD *Marcondirondello - La pecora nel bosco* **C Classroom phrases** ▪ Rehearse classroom phrases and colours by playing a listening and responding game.
D Story: *Viene l'autunno* ▪ Read the story using vocal and facial expression to support the meaning. ▪ This is a good story to practice the *gli* sound in Italian. The closest sound in English is in the word "million" (tongue is flat against the roof of your mouth). For exact pronunciation see the link above. ▪ Pause before each of the words which contain the *gli* sound to invite the children to say those words with you. Read the story a second time and when the children recognise a word with the *gli* sound they put their hand up and repeat the word. **Resource:** Story book - *Viene l'autunno*	
E Parachute game (colours) N.B. A large space is needed, eg. PE area. ▪ Assign each child a colour, *rosso, blu, verde* or *giallo*. Slowly move the parachute up and down to a steady rhythm, chanting the words *i colori*. When you call out *Cambiate di posto, i rossi* or *Cambiate di posto, i blu*, etc. the children respond by running under the parachute as it rises and changing places with another child. You can then call two colours at once, eg. *Cambiate di posto, i verdi e i gialli*. For everyone to change places you can call out *Cambiate di posto, tutti i colori!* **Resource**: Parachute	**F Images of Rome** ▪ Show photos of Rome as a PowerPoint presentation, Images of Rome 1. Play some music by Vivaldi while the children spend a few minutes simply observing the images. ▪ Discussion with the children: How did the images and music make the children feel? What impressions do they have of Rome from the photos? Does the music sound Italian? **Resources:** CD Vivaldi: *Le Quattro Stagioni;* PowerPoint facility
G Practising counting *1-2-3* ▪ Practise chorusing the numbers in sequence by bouncing a soft ball on the floor. On each bounce everyone says a number in sequence: *1 - 2 - 3 - 1 - 2 - 3 - 1 - 2 - 3*. ▪ Sing *1 - 2 - 3* to a well-known tune, e.g. Twinkle twinkle little star or *San Martino Campanaro*	**H Practising colours** ▪ Revise *rosso, blu, verde* and *giallo* and play Pass the Parcel with coloured objects in a bag, as described in lesson 5. **Resources**: CD *Marcondirondello - Oh che bel castello*; bag containing coloured objects
I Finger rhymes ▪ Rehearse the three finger rhymes using modelling and echoing techniques.	**J Traditional songs: *Stella Stellina*** ▪ The children join in singing the song whilst watching the video on You Tube at www.youtube.com/watch?v=8RhsPRikebQ **Resource**: Internet
J Individual and group practice ▪ Children read stories for pleasure, practise finger rhymes and sing songs from the CD or You Tube links provided. ▪ They assess and record their progress in their Italian folders or web space. **Resources**: Story books, Italian folders	**K Display: Language we are using** ▪ *Cantiamo!* Take digital photos of the children singing. Add speech bubbles or captions to show the language being used (e.g. *stella - stellina*).