



# Primary Planning and Tracking Italian

Name:

1 <sup>st</sup> Level	Primary 1	Primary 2	Primary 3	Primary 4
<b>Listening for Information</b>				
<ul style="list-style-type: none"> <li>I show understanding verbally or non-verbally <b>MLAN 1-01a</b></li> <li>I respond to instructions <b>MLAN 1-01b</b></li> <li>I can listen and show understanding of language <b>MLAN 1-01c</b></li> </ul>	Facciamo registrazione Avanti! Andiamo! In piedi! Sedetevi! Ascoltate! Guardate! Ripetete! Fermate! Silenzio!	<b>As P1 Routine, commands + basic productivity</b>	<b>As before + asking and answering basic questions</b>	<b>As before including captions and phrases</b> Alphabet song, spelling
<b>Listening &amp; Talking</b>				
<ul style="list-style-type: none"> <li>I can identify key information <b>MLAN 1-02a</b></li> <li>I am beginning to share information about myself <b>MLAN 1-02b</b></li> <li>I can ask and answer some questions <i>attempting correct pronunciation</i> <b>MLAN 1-03, 07b</b></li> <li>I enjoy listening to stories, rhymes and songs <b>MLAN 1-05a, 07a, 10a</b></li> <li>I enjoy learning with others <b>MLAN 1-05b</b></li> <li>I'm learning about life in other countries <b>MLAN 1-06</b></li> </ul>	Saluti! Buongiorno! A presto! Buonasera! Arrivederci! Come stai ? Sto bene. Così, così. Sto male. Come ti chiami ? Mi chiamo... Che giorno è oggi? Oggi è ... Numbers 0 – 10 Quanti anni hai ? Ho... anni. Che tempo fa ? Fa bel tempo. Fa grigio. Fa brutto. Fa caldo. Fa freddo. Fa ... gradi. Piove. Nevica. Che colore è? È... <b>Nursery Rhymes</b> <b>Christmas in Italy</b> - La Befana <b>Easter Eggs in Italy</b> <b>Art</b> – Michelangelo	Per favore, Grazie, Prego, Sì, No. Hai... una matita? Ho ... una matita. Non ho ...una matita. Che mese è ? È ... Ti piace ? Mi piace, Non mi piace Che colore è ? È ... Che hai a mangiare? Ho... Che hai a bere? Ho... Buon compleanno / tanti auguri. Quando è il tuo compleanno ? Il mio compleanno è il ... Quanti anni hai ? Ho ... anni. Numbers 0 – 31 <b>Playground games</b> <b>Day of the Dead</b> <b>Christmas Food</b> <b>The very hungry caterpillar</b> <b>Traditional dance</b> Music, instruments	La bicicletta, andiamo, <b>Il Giro d'Italia</b> , Dove vai? Vado... al mare, in campagna, in montagna. Dove abiti? Abito a Glasgow in Scozia. Ballo con ... il corpo, la testa, il viso, il collo, il braccio, la mano,, a gamba, il piede A destra / a sinistra / alla musica Come si chiama ? Si chiama ... <b>Carnevale</b> Guarda... il mio viso / il mio occhio / il mio naso / la mia bocca / il mio orecchio / i miei denti Chi è nella tua famiglia? <b>Nella mia famiglia</b> c'è... mio papà, mia mamma, mio fratello, mia sorella, mio nonno, mia nonna, mio zio, mia zia, mio cugino, mia cugina <b>Hai un animale domestico?</b> Ho ... un cane, un gatto, un hamster, un pesce rosso, un porcellino d'India	<b>Il calcio</b> La bandiera Colours + numbers Ti piace giocare al calcio ? Sì, mi piace giocare al calcio. No, non mi piace giocare al calcio. <b>Cosa porti?</b> Cosa porti al weekend? Porto...i vestiti, un capotto, una giacca, una gonna, una camicia, una maglia, una maglietta, dei pantaloni, delle scarpe, delle scarpe da tennis. Dove abiti ? Abito in ... una casa, un appartamento <b>Nella mia casa</b> c'è ...il salotto, il bagno, il giardino, la cucina, la camera da letto. Com'è il tuo appartamento, la tua casa ? Il mio appartamento, La mia casa è ...piccolo(a), grande <b>Nella casa dei miei sogni</b> c'è... un ufficio, un cinema, una piscina, una sala da ballo, una discoteca <b>La mia casa vacanza è...</b> al mare, in montagna, in campagna, al lago, vicino al fiume
<b>Reading</b>				
<ul style="list-style-type: none"> <li>I can recognise words that are different to my home language <b>MLAN 1-09a, 01a, 10b (08b)</b></li> </ul>	I know Italian speakers use the same letters but sound words differently.	I can recognise Italian words on the daily calendar.	I can identify the correct part of language when read aloud.	I can match words/phrases to captions.
<b>Writing</b>				
<ul style="list-style-type: none"> <li>I can share some information with help when I write <b>MLAN 1-13</b></li> </ul>		I can write Italia and Scozia on a map	I can write English words to match Italian vocabulary.	I can write a short sentence in Italian. (with support)

2nd Level	Primary 5	Primary 6	Primary 7
<b>Listening for Information</b>			
<ul style="list-style-type: none"> <li>I show understanding by listening, joining in, responding <b>MLAN 2-01a</b></li> <li>I can actively respond to instructions <b>MLAN 2-01b</b></li> <li>I can listen and show understanding of language <b>MLAN 2-01c</b></li> </ul>	Daily Routine Numbers 0 to 100	Routine as before Numbers 0 - 100	Routine as before Numbers 0 - 100
<b>Listening &amp; Talking</b>			
<ul style="list-style-type: none"> <li>I can take part in conversations and am aware of when to talk and when to listen <b>MLAN 2-02a</b></li> <li>I am happy to use language to talk about myself and ask for information <b>MLAN 2-02b,03a</b></li> <li>I can work with a partner and groups to talk about topics I am familiar with <b>MLAN 2-03b,04a,05a,05b,06a,06b</b></li> <li>I can spot patterns in pronunciation and use them to help me talk in the language I am learning <b>MLAN 2-07a,07b</b></li> </ul>	Revision of <b>personal information</b> to aid transition to reading and writing. Come ti chiami ? Mi chiamo... Come stai? Sto bene. Così, così! Sto male. Quanti anni hai? Ho... anni.Quando è il tuo compleanno? Il mio compleanno è il ... Dove abiti? Abito a Glasgow in Scozia. Chi è nella tua famiglia? Nella mia famiglia c'è.. Hai un animale domestico ? Ho ... Dove abiti ? Abito in ... una casa, un appartamento. Cosa c'è nella tua casa? <b>Nella mia casa</b> c'e... Com'è il tuo appartamento, la tua casa? Il mio appartamento, La mia casa è... piccolo(a), grande. Nella casa dei miei sogni c'è... Cosa c'è nella tua città ? <b>Nella mia città</b> c'è... il (i) teatro(i), il (i) cinema, il (i) caffè, il ristorante(i), l'ospedale, gli ospedali, il edificio, gli edifici, il (i) museo(i), la (le) catedrale(i), la (le) piazza(e) il negozio, i negozi	Cosa c'è nella tua quartiere ? <b>Nella mia quartiere</b> c'è il cinema, il caffè, il ristorante, l'ospedale, l'edificio, il museo, la piazza, i negozi, la biblioteca, l'ufficio postale, la scuola, la piscina, la chiesa. Cosa c'è per i turisti? <b>Per i turisti c'è...</b> <b>Adjectival agreement</b> <b>Cosa somigli? Sono...</b> Alto(a), basso(a) Ho ... i capelli lunghi, corti, neri, rossi, castani, biondi, lisci, ricci. Ho ... gli occhi blu, verdi, marroni. Porto gli occhiali, non porto gli occhiali <b>Food + Pass-times</b> Ti piace? <b>Mi piace / non mi piace + singular / infinitive</b> Ti piaciono? <b>Mi piaciono, non mi piaciono + plural</b>	Revise personal information, likes and dislikes, sports and pass-times. Research celebrity, sports personality to <b>create a profile in 3<sup>rd</sup> person.</b> Si chiama / Ha Il suo compleanno è... È Porta Nella sua famiglia c'è Le piace / le piaciono Non le piace / no le piaciono  <b>Cosa studi? Studio</b> ...alfabetizzazione, matematica / scienza / Inglese / Italiano / storia / geografia / arte / musica
<b>Reading</b>			
<ul style="list-style-type: none"> <li>I can recognise different features of written text <b>MLAN 2-08a,08b,09a,09b</b></li> <li>I can read and show understanding of simple texts (using words, pictures) <b>MLAN 2-08b</b></li> </ul>	Recap and introduce simple reading comprehension: Come ti chiami ? Mi chiamo... Come stai ? Sto bene. Così, così. Sto male. Quanti anni hai ? Ho... anni.	Investigating brochures for houses and tourist leaflets.  Reading menus for Italian cafés and restaurants.	Reading about sports and pass-times in Italian speaking countries.
<b>Knowledge about language</b>			
<ul style="list-style-type: none"> <li>I can use a bilingual dictionary with support <b>MLAN 2-11a</b></li> <li>I can make connections between and experiment with English and the language I am learning, looking for spelling patterns, language features and meanings <b>MLAN 2-11b,11c,11d</b></li> </ul>		If you have bilingual dictionaries in school give your pupils the opportunity to access and experience using them. Use in the context of finding sports and pass-times. <b>Remember when finding nouns to ALWAYS INCLUDE THE ARTICLE, il, lo, la, i, gli, le, un, una!</b>	
<b>Writing</b>			
<ul style="list-style-type: none"> <li>I am becoming more confident to write about myself <b>MLAN 2-13,13a,13b</b></li> <li>I am becoming more confident with my writing and can check for accuracy <b>MLAN 2-14a</b></li> </ul>	Fill in personal information on forms	Creating tourist posters and menus	Describing another person including likes and dislikes

## Modern Languages Experiences and Outcomes

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

The study of language plays an important role in all language learning and the development of literacy skills. I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

# Modern Languages Level 1

## Listening and Talking

### Listening for Information

I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. **MLAN 1-01a**

I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 1-01b**

I can listen to and show understanding of language from familiar voices and sources. **MLAN 1-01c**

### Listening and Talking with Others

I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. **MLAN 1-02a**

I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 1-02b**

With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03**

I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. **MLAN 1-05a**

I can participate in a range of collaborative activities. **MLAN 1-05b**

### Organising Information

Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken. **MLAN 1-06**

### Using Knowledge about Language

I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. **MLAN 1-07a**

I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. **MLAN 1-07b**

## Reading

### Finding and Using Information

I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding. **MLAN 1-08a**

I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b**

### Reading to appreciate other cultures

I am beginning to recognise similarities and differences between Scotland and a country where the language I am learning is spoken, using varied simple texts, visual prompts and media. **MLAN 1-09a**

### Reading for Interest and Enjoyment

I have experienced a variety of simple texts, which may have been adapted for young learners. **MLAN 1-10a**

### Using knowledge about language

I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. **MLAN 1-11a**

## **Writing**

### Organising and using information

With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13**

GCCC Languages

## Modern Languages Level 2

### Listening and Talking

#### Listening for Information

I explore the patterns and sounds of language through songs and rhymes and show understanding by listening, joining in and responding. **MLAN 2-01a**

I am learning to take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. **MLAN 2-01b**

I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MLAN 2-01c**

#### Listening and Talking with Others

I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. **MLAN 2-02a**

I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 2-02b**

When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. **MLAN 2-03a**

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**

I can ask for help confidently using learned phrases and familiar language. **MLAN 2-04a**

I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. **MLAN 2-05a**

I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b**

#### Organising and Using Information

I can deliver a brief presentation on a familiar topic using familiar language and phrases. **MLAN 2-06a**

I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b**

#### Using Knowledge about Language

I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. **MLAN 2-07a**

I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b**

## Reading

### Finding and Using Information

I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a**

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**

### Reading to appreciate other cultures

I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. **MLAN 2-09a**

### Reading for Interest and Enjoyment

I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted. **MLAN 2-10a**

### Using knowledge about language

I can understand how a bilingual dictionary works and use it with support. **MLAN 2-11a**

I can make comparisons and explore connections between spelling patterns in English and the language I am learning. **MLAN 2-11b**

I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. **MLAN 2-11c**

I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. **MLAN 2-11d**

## Writing

### Organising and using information

With support, I am beginning to experiment with writing in the language I am learning. **MLAN 2-13**

I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. **MLAN 2-13a**

I can use familiar language to describe myself and to exchange straightforward information. **MLAN 2-13b**

### Using knowledge about language

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**