

ITALIAN

Lesson Plan

CIAO

CHIPS
CURRY &
CAPPUCCINO



Activity

1



View Clip 1

Paulette Pelosi talks about the Italian men being rounded up and taken away. The wives and families of these men were left not knowing what had happened to their family members.

Can you find out more about what happened to the Italians during World War II?

Make research notes to support activities 2-4. (sheet provided)



Learning objective

- To research using a variety of sources



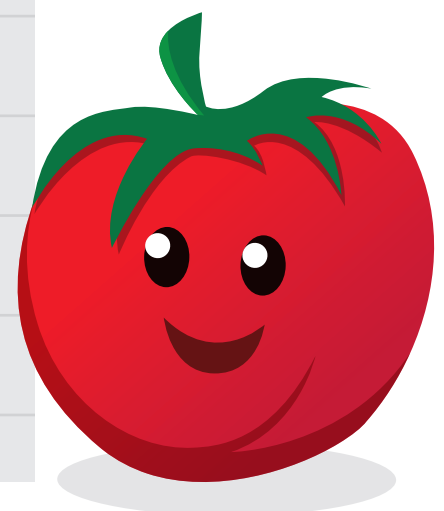
Resources needed

- Research / note sheet provided (R1)



Useful sites

www.cyldeamaritime.co.uk/arandora_star
ww2today.com/2nd-july-1940-the-arandora-star-torpedoed-and-sunk
www.39-45war.com/arandora.html
www.arandorastarwales.us/Arandora_Star_Memorial_Fund_in_Wales/HOME.html





Skills

Year 3

Skim to gain an overview of a text, e.g. topic, purpose

Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows

Note down ideas to use in writing

Year 4

Skim to gain the gist of a text or the main idea in a chapter.

Find information and ideas from web pages, using different search methods, considering which are the most efficient methods

Gather ideas to plan writing

Year 5

Use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes

Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary

Use techniques in planning writing,

Year 6

Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail

Use internet searches carefully, deciding which sources to read and believe

Use a range of strategies to plan writing

Levels/Differentiation - Reading

Level 3

- Pupils read a range of texts fluently and accurately.
- They can use appropriate strategies in order to read independently and establish meaning.
- In responding to literary and non-literary texts they show understanding of the main points and express preferences.
- They use their knowledge of the alphabet to locate books and find information.

Level 4

- In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction.
- They refer to the text when explaining their views.
- They locate and use ideas and information on a specific topic from more than one source, and use them effectively.

Level 5

- Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate.
- In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views.
- They retrieve and collate information from a range of sources.

Activity

2

In talking partners imagine you are one of the men who has been taken away. How would you feel both emotionally and physically?

Activating prior knowledge from previous lesson.

Use the person outline sheet provided to scribe feedback from the talk partners task. Ensure and encourage mature vocabulary, similes, metaphors, personification etc.



Learning objective

- To use empathy



DVD Link

- View clip 1



Resources needed

- APK sheet provided (R2)
- Senses writing mats provided (R3)
- Person outline sheet provided (R4)
- Examples of similes/ metaphors on writing mats provided (R5)





Skills

Year 3

Explain information and ideas using relevant vocabulary
Contribute to group discussion, sharing ideas and information

Year 4

Explain information and ideas using supportive resources, e.g. on-screen and web-based materials
Contribute to group discussion and help everyone take part

Year 5

Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids
Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

Year 6

Express issues and ideas clearly, using specialist vocabulary and examples
Contribute purposefully to group discussion to achieve agreed outcomes

Levels/Differentiation - Oracy

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

Levels/Differentiation - Writing

Level 3

- Pupils' writing is often organised, imaginative and clear.
- The main features of different forms of writing are used appropriately, beginning to be adapted to different readers.
- Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest.

Level 4

- Pupils' writing in a range of forms is lively.
- Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader.
- Vocabulary choices are often adventurous and words are sometimes used for effect.

Level 5

- Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.
- They express opinions, supported by reasons.
- Vocabulary choices are imaginative and words are often used precisely.



Activity

3

Imagine you are one of the men that has been taken away – can you write a diary entry to describe how you felt?



Activating prior knowledge from previous lesson – use the person outline sheets to recall how did the Italian men feel?



Give the children an example of a diary entry and ask them to highlight/pick out the features of a diary. This will generate success criteria for the lesson or use the check list provided.



Now imagine you are an Italian survivor from the Arandora Star. Together produce an opening piece of shared diary writing.



Ask the children to finish off the diary entry independently; taking care they look and refer back to the success criteria.



Learning objective

- To write a diary entry



DVD Link

- View clip 1



Resources needed

- Example of a diary extract provided (R6)
- Check list for diary writing provided (R7)

Activity

4

Ask the children to peer and self assess each others work.

Ask pupils to re-draft their writing.



Resources needed

- Peer assessment sheets/slips provided (R8)
- Teach yourself Italian activity sheet provided (R9)

Extension Task

Can you teach yourself Italian?

Look at the list of words/phrases in English. Can you record how you would say the phrases in Welsh? Then research how you would say them in Italian.





Skills

Year 3

Write using an introduction to the topic and a conclusion

Use an increasingly imaginative vocabulary

Year 4

Write an introduction, develop a series of ideas and a conclusion

Choose and use words from an increasing range of imaginative vocabulary

Year 5

Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion

Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision

Year 6

Write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion

Choose and use a wide range of adventurous and imaginative vocabulary with precision

Levels/Differentiation - Writing

Level 3

- Pupils' writing is often organised, imaginative and clear.
- The main features of different forms of writing are used appropriately, beginning to be adapted to different readers.
- Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest.
- The basic grammatical structure of sentences is usually correct.
- Spelling is usually accurate, including that of common, polysyllabic words.
- Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately.
- Handwriting is legible and work is appropriately presented.

Level 4

- Pupils' writing in a range of forms is lively.
- Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader.
- Vocabulary choices are often adventurous and words are sometimes used for effect.
- Pupils are beginning to extend meaning and use different sentence structures.
- They organise their writing into paragraphs.
- Spelling conforms to regular patterns and is generally accurate.
- Full stops, capital letters and question marks are used accurately and pupils are beginning to use punctuation within the sentence, including inverted commas for speech.
- Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.

Level 5

- Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.
- Vocabulary choices are imaginative and words are often used precisely.
- Simple and complex sentences are organised into paragraphs.
- Words with complex regular patterns are usually spelled correctly.
- A range of punctuation is generally used accurately.
- Work is legible and well presented.



Activity

5

? Big Question!

The Italian people who were living and settled in Swansea didn't change their behaviour towards other people but due to the war, people's perceptions of them changed. Why did this happen?

? Big Question!

In our modern day world there are many people wanting to set up a new life in Wales/Swansea.
Should there be a limit on the number of refugees fleeing persecution, poverty and conflict entering Wales?

Please note: For higher order levels to be achieved the children must self assess their oracy.



Learning objective

- To give opinions supported by reasons



DVD Link

- [View clip 1](#)





Skills

Year 3

Written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story.

Use talk purposefully to complete a task in a group.

Year 4

Express opinions about topics and written texts, e.g. topics that affect their school, what they think about the ending of a story

Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.

Year 5

Express opinions about topics and written texts and include some supporting reasons

Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

Year 6

Express opinions clearly about topics and written texts and include supporting reasons

Follow up points in group discussions, showing agreement or disagreement giving reasons.

Levels/Differentiation - Oracy

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- They can suggest changes in vocabulary and style which would improve talk.
- They use appropriately some of the features of Standard English vocabulary and grammar.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
- They are able to evaluate talk and understand how.



Activity

6

Can you build a World War II timeline?

Ask the pupils to place the events in order to create an accurate timeline.

Please see information sheet provided for dates and events.



Learning objective

- To create a chronological timeline



Resources needed

- Date and event sheets provided (R10)

Activity

7

Can you create a graph to show where the people who died on the Arandora Star lived in Wales?



Useful sites

Locate and use the data on the following website:

http://www.arandorastarwales.us/Arandora_Star_Memorial_Fund_in_Wales/HOME.html



Learning objective

- Y3/4: To create a graph
- Y5/6: To use mean, median, mode and range

Activity

8

Using data collected by pupils from Joe's Ice Cream Parlour:

How much ice cream has been sold over the last year?



Differentiation – Older pupils could ask for data over the last few years.

Discuss when are the busiest months?

Why do you think this?

Extension Task

Include profit margins for each month over a year or a number of years.

And/or

Joe's want to make a new product to try to increase profit



Learning objective

- To interpret data





Skills

Activity 6

Place events from period studied accurately on a time line.

Activity 7 & 8

Year 3 & 4

Represent data using : lists, tally charts, tables and diagrams

Bar charts and bar line graphs labelled in 2s, 5s and 10s pictograms where one symbol represents more than one unit using a key

Venn and Carroll diagrams

Extract and interpret information from charts, timetables, diagrams and graphs.

Year 5 & 6

Represent data using : lists, tally charts, tables, diagrams and frequency tables

Bar charts, grouped data charts, line graphs and conversion graphs

Extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)

Use mean, median, mode and range to describe a data set

Levels/Differentiation

Activity 6 - History

Level 4

- Pupils' work shows knowledge and understanding of aspects of the history of Wales and Britain and other areas of content.
- They are beginning to produce structured work, making appropriate use of dates and terms.

Level 5

- Pupils' work shows an increasing depth of knowledge and understanding of aspects of the history of Wales, Britain and other areas of content.
- They select and organise information to produce structured work, making appropriate use of dates and some specialist terms.

Activity 7 & 8 - Maths

Level 3

- They extract and interpret information presented in simple tables and lists, and construct and interpret bar charts and pictograms.

Level 4

- They collect discrete data, group data where appropriate, and use the mode and median as characteristics of a set of data.
- They draw and interpret frequency diagrams and construct and interpret simple line graphs.

Level 5

- They use the mean of discrete data



Activity

9

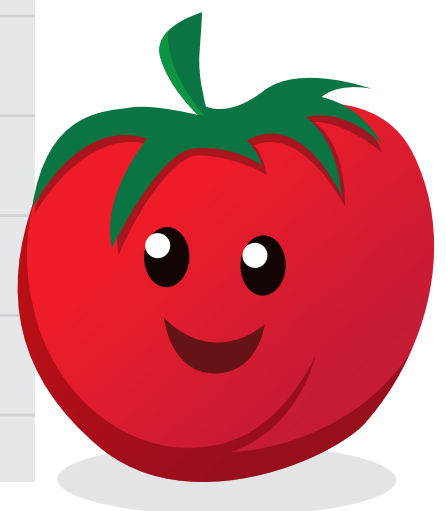
Create and make a new flavour ice cream or milkshake for Joe's Ice Cream Parlour.

This activity can be solely a design technology lesson or extended by including ideas from Activity 10.



Learning objective

- To design and make an edible product





Skills

Design Technology Skills

Use a range of information sources to generate ideas for products

Investigate how existing products look and function as a source of ideas for their own products, e.g. examine a range of products related to their task, toys, healthy eating

Develop a simple specification/recipe for their products indicating their intentions and approach

Demonstrate their creative thinking when considering and recording solutions to problems that arise during their designing and making,

Work to their specification/recipe to make products

Evaluate their design ideas as they develop, considering the needs of the user

Levels/Differentiation - Design and Technology

Level 3

- With guidance, pupils gather given information to support their ideas when designing and making.
- They draw on their developing knowledge and understanding of materials, ingredients and components to develop their ideas, and begin to consider sustainability issues related to the materials and ingredients they are working with.
- They use labelled sketches, and/or models to develop and show the detail of their designs.
- Pupils use simple tools/utensils and techniques to cut, shape, join and mix materials and ingredients.
- Their products are similar to their design intentions and any changes are identified.

Level 4

- When designing and making, pupils gather information independently and use it to help generate a number of ideas.
- They develop ideas for products recognising that users have views and preferences and consider sustainability.
- They illustrate alternative ideas using sketches, models and/or ICT, and make choices between them based on their experiences.
- Pupils outline what they are going to make and how they are going to make it.
- They select and use appropriate tools/utensils and equipment when working with a range of given materials and ingredients, and produce functional or edible products.
- They evaluate their work as it develops, making changes when necessary.

Level 5

- When designing and making, pupils develop an outline design specification/recipe using supporting information gathered from various sources, and use it to help generate a number of imaginative ideas for products considering the user, health and safety and sustainability.
- They research a range of their ideas using sketches, models and/or ICT, and make choices between them based on their knowledge and understanding.
- Pupils produce drawings/patterns/recipes with outline dimensions and sequence what they are going to do.
- They select and use appropriate tools/utensils and equipment to measure, mark out, cut, join and mix a range of materials and ingredients, and produce products of acceptable quality, function or taste.
- They evaluate their work as it develops, bearing in mind their original intentions.

Activity

10

Create your own Italian café in Wales.



Tell the children that they will take part in an 'Apprentice' style task.



Differentiation – The children could use today's currency or old British currency.



Use resource provided for activity ideas.



Learning objective

- To work collaboratively



Resources needed

- Activity sheet provided (R11)





Skills

Design Technology Skills

Plan and carry out a broad range of practical food preparation tasks safely and hygienically

Use a range of information sources to generate ideas for products

Investigate how existing products look and function as a source of ideas for their own products, e.g. examine a range of products related to their task, toys, healthy eating

Develop a simple specification/recipe for their products indicating their intentions and approach

Demonstrate their creative thinking when considering and recording solutions to problems that arise during their designing and making,

Work to their specification/recipe to make products

Discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste

Levels/Differentiation

Depending on extent of the depth you want to develop this task, this activity will cover a range of level descriptors across the curriculum. Please refer to individual subject level descriptors.