

### **National curriculum expectations:**

If an ancient language is chosen the focus will be to provide a **linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.** A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- ♣ **listen attentively to spoken language and show understanding by joining in and responding**
  - ♣ **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**
  - ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
  - ♣ **speak in sentences, using familiar vocabulary, phrases and basic language structures**
  - ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
  - ♣ present ideas and information orally to a range of audiences\*
  - ♣ **read carefully and show understanding of words, phrases and simple writing**
  - ♣ **appreciate stories, songs, poems and rhymes in the language**
  - ♣ **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
  - ♣ **write phrases from memory, and adapt these to create new sentences, to express ideas clearly**
  - ♣ describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.

**The content in bold is applicable to the teaching of Latin at CHS.**

### **Latin at Coleshill Heath school**

- **The focus on teaching at CHS will be a linguistic foundation for reading comprehension and an appreciation of classical culture.**
- **Latin will be taught from years 3-6**
- **30 min sessions weekly**
- **A 5 term programme initially-before moving onto Minimus.**
- **A classroom display where new learning will be recorded.**
- **Children will have independent workbooks, using resources from Maximum classics.**
- **Supported CPD with Classics for all.**
- **Classics for all to support when moving to Minimus-transition.**

### **Curriculum progression map**

<b>Term1 (MCT1)</b>	<b>Language</b>	<b>Culture</b>	<b>Links</b>
1/2	1.The roots of English	Classics in modern objects	ENG/HIST
3/4	2.Order v. inflection	Roman naming ceremony	ENG
5/6	3.Verb endings	Greek alphabet	ENG
7/8	4.Verb endings	Mythological creatures	ENG
9/10	5.Verb endings	Greek Gods	ENG/HIST
11/12	6.Verb endings	Mosaics	ENG/ART
<b>Term 2 (MCT1)</b>	<b>Language</b>	<b>Culture</b>	<b>Links</b>
1/2	7.adverbs	Curse tablets	ENG/ART
3/4	8.Nouns (Incl sub/object)	Roman board game	ENG/ART

5/6	9.Feminine 'a' nouns	Roman army and catapult	ENG/ART
7/8	10.Masculine 'us' nouns	The body	ENG/ART
9/10	11.Basic sentences	Plato and being good	ENG/PSHE
11/12	12.Basic sentences	Roman food tasting/cooking	HIST
<b>Term 3 (MCT2)</b>	<b>Language</b>	<b>Culture</b>	<b>Links</b>
1/2	13.Recap		ENG
3/4	14.Latin number cognates	Greek numbers	ENG/Maths
5/6	15.Esse		ENG
7/8	16.Esse	Dinosaur compounds	ENG/SCI/ART
9/10	17.Recap	Focus Olympic games	ENG/His
11/12	18.Esse, self description (guess who)	Linnaean classification system	ENG/SCI
	19.Esse		
<b>Term 4 (MCT2)</b>	<b>Language</b>	<b>Culture</b>	<b>Links</b>
1/2	20.Adjectival agreement	Epic: Part 1 Intro	ENG
3/4	21.Adjectival agreement	Epic: Part 2 story	ENG
5/6	22.Prepositions	Epic part 3 Top trumps	ENG
7/8	23.	Millefiori pots	ART
(MCT3)			
9/10	24.Present and imperfect	Aristotle golden mean	ENG/PSHE
11/12	25.Present and imperfect	Aristotle nature of reality	ENG/PSHE
<b>Term 5 (MCT3)</b>			
1/2	26.Present and imperfect	Astronomy a constellation myths	ENG/SCI
3/4	27.sentences		ENG
5/6	28.Recap	Roman Numerals	ENG/Maths
7/8	29.Possessive		ENG
9/10	30.Possessive	Pythagoras and triangles	ENG/Maths
11/12	31.Possessive	Persephone's flowers	ENG ART
EXT:	32.Complex sentences		ENG
	33.	Ovid's Metamorphoses	ENG

**Long term plan for implementing Maximum classics and Minimus.**

Term	Autumn 2020 1/2	Spring 2021 1/2	Summer 2021 1/2	Autumn 2021 1/2	Spring 2022 1/2	Summer 2022
<b>Maximum classics progression</b>	<b>Sessions 1-12</b>		<b>Sessions 13-25</b>		<b>Session s26- 33</b>	
Current Year 3	As yr 3					
			As year 4			Minimus in yr 5
Current Year 4	As year 4					
			As year 5			
Current Year 5	As year 5					
			As year 6			
Current Year 6	As year 6		Move onto secondary			

**From Autumn 2020-The year 3's will follow this programme.**

Term	Autumn 2021 1/2	Spring 2022 1/2	Summer 2022 1/2	Autumn 2022 1/2	Spring 2023 1/2	Summer 2023 1/2
Maximum classics progression	Sessions 1-12		Session3 13-19	Sessions 20-25	Sessions 26-33	Minimus Units 1-3
Yr 3 Aut 2020	As yr 3			As year 4		

Autumn 2022	Spring 2023
As Year 5	As Year 6
Minimus Unit4	Minimus secundus.

Progression from Maximum classics-foundation in Latin.

Moving to Minimus-delving deeper into Latin