Overview of Languages Content 2020-2021

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
| Reception |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 |   |  | MinimusChapter 1: Meet the Family* Introduction and greetings
* root words
 | Minimus Chapter 1: Meet the Family* nouns
* root words
 | Minimus Chapter 2: Food, Glorious Food!* Food and entertaining
* adjectives
* root words

Minimus Bk1Chapter 3: Work, Work, Work* slaves
* verbs
* root words
 | Minimus Chapter 3: Work, Work, Work* verbs
* root words

Chapter 4: The best days of your life * education & writing
* nouns, adjectives and verbs
* root words

Assessment Chp 1-4 |
| Year 4 |  |  | MinimusChapter 1: Meet the Family* Introduction and greetings
* root words
 | Minimus Chapter 1: Meet the Family* nouns
* root words
 | Minimus Chapter 2: Food, Glorious Food!* Food and entertaining
* adjectives
* root words

Minimus Bk1Chapter 3: Work, Work, Work* slaves
* verbs
* root words
 | Minimus Chapter 3: Work, Work, Work* verbs
* root words

Minimus Chapter 4: The best days of your life * education & writing
* nouns, adjectives and verbs
* root words

Assessment Chp 1-4 |
| Year 5 |  |  | MinimusChapter 1: Meet the Family* Introduction and greetings
* root words
 | Minimus Chapter 1: Meet the Family* nouns
* root words
 | Minimus Chapter 2: Food, Glorious Food!* Food and entertaining
* adjectives
* root words

Minimus Bk1Chapter 3: Work, Work, Work* slaves
* verbs
* root words
 | Minimus Chapter 3: Work, Work, Work* verbs
* root words

Chapter 4: The best days of your life * education & writing
* nouns, adjectives and verbs
* root words

Assessment Chp 1-4  |
| Year 6 |  |  | Maximum Classics* Introduction and greetings
* root words
 | Maximum Classics* word order
* nouns
* root words
 | Maximum Classics* adverbs
* nouns
* verbs
* root words
 | Maximum Classics* nouns
* Roman food
* verbs
* basic sentences
* root words
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Overview of Languages Content 2021-2022

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
| Reception |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 | MinimusChapter 1: Meet the Family* Introduction and greetings
* root words
 | MinimusChapter 1: Meet the Family* nouns
* root words
 | Minimus Chapter 2: Food, Glorious Food!* Food and entertaining
* adjectives
* root words
 | Minimus Bk1Chapter 3: Work, Work, Work* slaves
* verbs
* root word
 | Chapter 4: The best days of your life * education & writing
* nouns, adjectives and verbs
* root words

Assessment Chp 1-4 | Review of learningAssessmentShowcase  |
| Year 4 | Minimus Revisit year 3 key learning;* nouns
* adjectives
* verbs
 | Chapter 5:Romans and Britons* Britons and Candidus’ experiences
* adverbs
 | Chapter 6:Off to TownConsolidation:* verbs
* nouns
* adjectives
 | Chapter 7:The Military Machine* The Roman Empire
* Imperatives
 | Chapter 8:Clean and Healthy* Roman baths, doctors
* adverbs
* imperatives
 | Review of learningAssessmentShowcase  |
| Year 5 | Minimus Revisit year 4 key learning;* nouns
* adjectives
* verbs
 | Chapter 5:Romans and Britons* Britons and Candidus’ experiences
* adverbs
 | Chapter 6:Off to TownConsolidation:* verbs
* nouns
* adjectives
 | Chapter 7:The Military Machine* The Roman Empire
* Imperatives
 | Chapter 8:Clean and Healthy* Roman baths, doctors
* adverbs
* imperatives
 | Review of learningAssessmentShowcase  |
| Year 6 | Minimus Revisit year 5 key learning.Chapter 5:Romans and Britons* Britons and Candidus’ experiences
* adverbs

Chapter 6:Off to TownConsolidation:* verbs
* nouns
* adjectives
 | Chapter 7:The Military Machine* The Roman Empire
* Imperatives

Chapter 8:Clean and Healthy* Roman baths, doctors
* adverbs
* imperatives
 | Chapter 9:A soldier’s Life* A soldiers life
* prepositions

Chapter: 10:How beautiful* jewellery, Clothes & cosmetics
* conjunctions
 | Chapter 11:A sad day* death & burial
* subject & object
 | Chapter 12:Gods! Hear our prayers!* religion
 | Review of learningAssessmentShowcase  |

Overview of Languages Content 2022-2023

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
| Reception |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 | MinimusChapter 1: Meet the Family* Introduction and greetings
* root words
 | MinimusChapter 1: Meet the Family* nouns
* root words
 | Minimus Chapter 2: Food, Glorious Food!* Food and entertaining
* adjectives
* root words
 | Minimus Bk1Chapter 3: Work, Work, Work* slaves
* verbs
* root word
 | Chapter 4: The best days of your life * education & writing
* nouns, adjectives and verbs
* root words

Assessment Chp 1-4 | Review of learningAssessmentShowcase  |
| Year 4 | Minimus Revisit year 3 key learning;* nouns
* adjectives
* verbs
 | Chapter 5:Romans and Britons* Britons and Candidus’ experiences
* adverbs
 | Chapter 6:Off to TownConsolidation:* verbs
* nouns
* adjectives
 | Chapter 7:The Military Machine* The Roman Empire
* Imperatives
 | Chapter 8:Clean and Healthy* Roman baths, doctors
* adverbs
* imperatives
 | Review of learningAssessmentShowcase  |
| Year 5 | Minimus Revisit year 4 key learning;* nouns
* adjectives
* verbs
* adverbs
* imperatives
 | Chapter 9:A soldier’s Life* A soldiers life
* prepositions
 | Chapter: 10:How beautiful* jewellery, Clothes & cosmetics
* conjunctions
 | Chapter 11:A sad day* death & burial
* subject & object
 | Chapter 12:Gods! Hear our prayers!* religion
 | Review of learningAssessmentShowcase  |
| Year 6 | Minimus Revisit year 5 key learning.* nouns
* adjectives
* verbs
* adverbs
* imperatives
 | Chapter 9:A soldier’s Life* A soldiers life
* prepositions
 | Chapter: 10:How beautiful* jewellery, Clothes & cosmetics
* conjunctions
 | Chapter 11:A sad day* death & burial
* subject & object
 | Chapter 12:Gods! Hear our prayers!* religion
 | Review of learningAssessmentShowcase  |

Overview of Languages Content 2023-2024

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
| Reception |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 | MinimusChapter 1: Meet the Family* Introduction and greetings
* root words
 | MinimusChapter 1: Meet the Family* nouns
* root words
 | Minimus Chapter 2: Food, Glorious Food!* Food and entertaining
* adjectives
* root words
 | Minimus Bk1Chapter 3: Work, Work, Work* slaves
* verbs
* root word
 | Chapter 4: The best days of your life * education & writing
* nouns, adjectives and verbs
* root words

Assessment Chp 1-4 | Review of learningAssessmentShowcase  |
| Year 4 | Minimus Revisit year 3 key learning;* nouns
* adjectives
* verbs
* root words
 | Chapter 5:Romans and Britons* Britons and Candidus’ experiences
* adverbs
* root words
 | Chapter 6:Off to TownConsolidation:* verbs
* nouns
* adjectives
* root words
 | Chapter 7:The Military Machine* The Roman Empire
* Imperatives
* root words
 | Chapter 8:Clean and Healthy* Roman baths, doctors
* adverbs
* imperatives
* root words
 | Review of learningAssessmentShowcase  |
| Year 5 | Minimus Revisit year 4 key learning;* nouns
* adjectives
* verbs
* adverbs
* imperatives
* root words
 | Chapter 9:A soldier’s Life* A soldiers life
* prepositions
* root words
 | Chapter: 10:How beautiful* jewellery, Clothes & cosmetics
* conjunctions
* root words
 | Chapter 11:A sad day* death & burial
* subject & object
* root words
 | Chapter 12:Gods! Hear our prayers!* religion
* root words
 | Review of learningAssessmentShowcase  |
| Year 6 | Minimus Revisit Minimus book 1 key learning.* nouns
* adjectives
* verbs
* adverbs
* imperatives
* prepositions
* conjunctions
* subject & object
 | Introduce Minimus SecundusChapters 1-5* Iulius: last days at Vindolanda
* Augustus: Iulius joins the army
* September: on the move
* October: a new way of life in Eboracum November: news from near and far
* December: time for celebration
 | Minimus SecundusChapters 1-5* Iulius: last days at Vindolanda
* Augustus: Iulius joins the army
* September: on the move
* October: a new way of life in Eboracum November: news from near and far
* December: time for celebration
 | Chapter 7-12* Februaris : time for some Greek
* Martius: wonderful days
* Aprilis: comings and goings
* Maius:: timber into stone
* Iunius: all change for Pandora
 | Chapter 7-12* Februaris : time for some Greek
* Martius: wonderful days
* Aprilis: comings and goings
* Maius:: timber into stone
* Iunius: all change for Pandora
 | Review of learningAssessmentShowcase  |

**The Aims of the National Curriculum for Language**

The national curriculum for Language aims to ensure that all pupils:

The national curriculum for languages aims to ensure that all pupils:

* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied.

Key stage 2: Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. 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 Languages – key stage 2 3
* 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.

Year 3

|  |  |
| --- | --- |
| Term: YR3 AUTUMN 1 | Topic Title: Introduction/Meet the family  |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Understand a brief context of Roman Britain
* Geographically locate both Rome and Britain on a map
* Greet someone
* Introduce themselves and others in oral and written form
* Follow basic oral classroom instruction
* Answer the register in Latin
* Be able to name familial nouns
* Apply gender rules to names
 | Know where **Rome** is on the map.Know and locate the town of **Vindolanda** on the map of Britain from the Roman period.Know that Britain was conquered by the Romans in **43AD**.Know the difference between **AD** and **BC**. (**anno domini** – in the year of our Lord)Know how to respond to or use the classroom instructions: **sedete** – sit down **consurge** – stand up**aperite libros vestros** – open your books **claudite libros vestros** – close your books**responde (respondete) Latine** – answer in Latin **tacē (s) /tacēte (p)** = Be quiet! **adsum** = I’m here, present **abest** = he/she’s absent**quaesō** = please **scribe (s) /scribite (p)** = write**licetne mihi īre ad latrīnam?** = May I go to the restroom? **gratias tibi** = thank you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know that a noun is a naming word for a person, place or a thing.Know the nouns for the family (**mater, pater, filia, filius, frater**- brother, **soror** –sister)Know lexical links to maternal and paternalKnow how to say hello (**salve**(s)/**salvete**(p)) and goodbye (**vale** (s)/**valete** (p))Know how to ask ‘who are you?’ (**quis es?/ qui estis?**) Know how to introduce themselves (**sum**)Know how to introduce someone else (**es**- you are singular, **sumus-** we are, **estis** – you are plural)Know that men/boys have names ending in **-us** and women/girls have names ending in **-a.**Know what a family tree is**.** |

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| --- | --- |
| Term: Yr3 SPRING 1 | Topic Title: Food, Glorious Food! |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Sing happy birthday in Latin
* Identify feminine and masculine nouns
* Use nouns and adjectives to describe animals
* Identify links between English and Latin roots
* Use est to describe a family members
* Read Latin phrases aloud and use inference to deduce meaning
 | Know how to wish someone happy birthday **(felix dies tibi sit)**Know the question tags **(quis? - who? And quid?- what?)**Know the pronoun **omnes** (everyone)Know that some nouns are feminine (ending in **-a**) and some are masculine (**-us**).Know that adjectives are used to describe nouns.Know the nouns for ***at least 3*** animals:**animalia** - animalsMasculine Nouns Feminine Nouns**elephantus –** elephant **equus -** horse  **vacca -** cow **cycnus –** swan  **delphinus -** dolphin **gallina -** hen**mus –** mouse **porcus -** pig  **vulpes -** fox**pavo –** peacock  **feles -** cat**psittacus –** parrot  **rana -** frog**piscis –** fish  **meles -** badger**taurus –** bull  **avis -** bird**canis –** dog  **vespa -** wasp**cuniculus –** rabbit  **balaena -** whaleKnow that there are lexical links between Latin and words that we use today **(equus, porcus, delphinus, maximus, minimus, sordidus, optimus, servi)**Know that the adjective follows the noun in Latin.Know how to describe themselves and someone else.Know that **est** means ‘he is’ or ‘she is.’ Know some basic adjectives: **magnus/magna** (big) **minimus/minima** (very small)**parvus/parva** (small) **bonus/bona** (good) **optimus/optima** (very good)Know that the Romans ate a big meal which began late in the afternoon known as the **cena**.Know the foods that the Romans ate, including **liquamen** (a rich fish sauce). |

|  |  |
| --- | --- |
| Term: YEAR 3 SPRING 2 | Topic Title: Ovid’s Metamorphoses/ Work, work work |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* describe their own actions and the actions of others in written and oral form.
* Translate familiar Latin words to English through inference.
* write their own description of the natural world in the beginning.
* conjugate verbs to show who is carrying out an action
* understand the role of a slave on the Roman household
 | Know verb endings change depending on the subject of the verbKnow that verbs ending in **–t** mean he or she is doing the action.Know that verbs ending in **–o** mean I am doing the action.Know that the verb generally goes at the end of a sentence.Know ***at least 3*** verbs:Know the following vocabulary**in initio** - in the beginning **narro** - I tell a story **natura** - nature **igne** - fire**aqua** - water **unus** - one **non est** - there isn’t **arbor** - tree**est** - there is/is **luna** - moon **caelum** - sky**terra** - land  **sol** - sun **oceanus -** oceanKnow that there is no word for ‘a’ or ‘the’ in latin.Know the lexical links to terrain, solar, aqua, lunar, nature.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the 6 verb endings in group 1labor**o** - **I** work labora**mus** - **we** worklaboras - **you** work\* labora**tis** - **you** work\*\*labora**t** - **he/she** works labora**nt** - **they** work\*one person \*\*more than one person.Know that the end of a verb changes to show who is doing the action (The endings replace pronouns).Know how to conjugate verbs in group 1. **(laboro, scribo, dormio, pingo)**Know how to explain the action being done and by whom.Know the verbs for household chores.**purgo** - I am cleaning **verro** - I am sweeping **laboro** - I am working **scribo** - I am writing**facis** - you are doing **coquo** - I cook **specto** - I watchKnow that slavery was an accepted part of Roman life.Know the noun **ancillae** (slave girl) and **servi** (slaves). |

|  |  |
| --- | --- |
| Term: YEAR 3 SUMMER 1 | Topic Title: Pandora’s Box/ The Best Days of your Life  |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* change the ending of an adjective to show mascuiline and feminine
* understand briefly the context of slavery in Roman Britain.
* understand the position of a verb in a sentence
* draw parallels between temptation stories
* understand the 7 deadly sins
* name classroom instruments and describe them
* express how they feel and the activities that they love/hate
* use adverbs to enrich verb sentences
* explain what they do in the classroom.
 | Know the myth of Pandora’s box.Know the 7 deadly sins and understand what they mean.wrath- **ira** greed - **avaritia**  sloth - **acedia** pride - **superbia**  lust - **luxuria** envy - **invidia** gluttony - **gula** resist temptation **- resistere tentationem** tempt - **tentant**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the verbs related to learning**lego/legit** – I am/ he is reading **facio** – I do **laboro** - I work**scribo/scribit** – I am/ he is writing  **ludo** - I play **sedeo** - I sit**specto** - I watch **pingo** - I draw/paint **cantabo** - I sing**currimus** - we runKnow ***at least 3*** adverbs.**nunc** - now **ferociter** - fiercely **semper** - always **hilariter** - cheerfully**subito** - suddenly **prudenter** - skillfully **breviter** - briefly **segniter** -lazily**celeriter** - quickly **diligenter** - carefullyKnow how to express an opinion in Latin **odio -** I hate **amo** - I loveKnow how to name at least 3 classroom objects.school – **schola**  room – **camera/conclave** table/desk - **mensa** board – **tabula**chalk – **creta**  eraser – **erasura**  pencil/stylus – **stilus**  pen – **penna**paper - **charta** notebook – **libellus** binder – **codex**  book – **liber**chair - **sella**  bag – **saccus**  homework – **pensum**  test - **probatio****lego/legit** – I am/ he is reading **facio** – I do**scribo/scribit** – I am/ he is writing **dormio** – I sleep **pugno** - I fight**purgo/pugat** – I am/he is cleaning **laboro –** I work **equito** - I ride**specto/ spectat** – I am/ he is watching **sedeo** - I sit  **ludo** - I play**intro/ intrat** – I am/ he is entering **coquo** –I cook **rideo** – I smileKnow how to use verbs in a sentence in Latin.Know the lexical links **(scribo, specto, laborant, purgo, validus, intrat)**Know what types of work would be done in a typical Roman household.Know that slavery was an accepted part of Roman life in the ancient world.Know how to orally explain an action that they are doing and one someone else is doing.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know ***at least 3*** adjectives describing emotion:**confūsus** – confused **iratus** – angry  **laetus** – happy **lascīvus** – mischievous **mirātus** – amazed **territus** – scared  **tristis** – sad **dēfessus** – tired **fortis** – brave **gravis** – dignified **infirmus** – sick **invidus** – jealousKnow **sum** – I am and **est** – he/she isKnow how to describe how they and others feel.Know that the adjectives ending in **-us** describe males (“masculine) and those ending in **-a** are feminine (e.g., iratus becomes irata).Know that adjectives that end in **-is** can apply to either males or females (“common gender”).Know how to use **‘non’** to create a negative.teacher – **magister/magistra** student – **discipulus/discipula**Know the latin root definitions for words related to these activities**aud** - to hear  **dict** - to say **spect** - to look**cent** - one hundred **fact** - to do/make  **struct** - to build**circum** - around **scrib/scribe** - write **vis/vid** - to see |

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| Term: SUM 2 | Topic Title: Review |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:Review previous objectives. | Children to review and consolidate knowledge taught across the year. Assessment and Showcase |

Year 4 & 5

|  |  |
| --- | --- |
| Term: Y4/5 AUTUMN 1 | Topic Title: Revision of Y3 Objectives- nouns/verbs/adjectives |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Understand a brief context of Roman Britain
* Geographically locate both Rome and Britain on a map
* Greet someone
* Introduce themselves and others in oral and written form
* Follow basic oral classroom instruction
* Answer the register in Latin
* Be able to name familial nouns
* Apply gender rules to names
* Sing happy birthday in Latin
* Identify feminine and masculine nouns
* Use nouns and adjectives to describe animals
* Identify links between English and Latin roots
* Use est to describe a family members
* Read Latin phrases aloud and use inference to deduce meaning
 | Know where **Rome** is on the map.Know and locate the town of **Vindolanda** on the map of Britain from the Roman period.Know that Britain was conquered by the Romans in **43AD**.Know the difference between **AD** and **BC**. (**anno domini** – in the year of our Lord)Know how to respond to or use the classroom instructions: **sedete** – sit down **consurge** – stand up**aperite libros vestros** – open your books **claudite libros vestros** – close your books**responde (respondete) Latine** – answer in Latin **tacē (s) /tacēte (p)** = Be quiet! **adsum** = I’m here, present **abest** = he/she’s absent**quaesō** = please **scribe (s) /scribite (p)** = write**licetne mihi īre ad latrīnam?** = May I go to the restroom? **gratias tibi** = thank you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know that a noun is a naming word for a person, place or a thing.Know the nouns for the family (**mater, pater, filia, filius, frater**- brother, **soror** –sister)Know lexical links to maternal and paternalKnow how to say hello (**salve**(s)/**salvete**(p)) and goodbye (**vale** (s)/**valete** (p))Know how to ask ‘who are you?’ (**quis es?/ qui estis?**) Know how to introduce themselves (**sum**)Know how to introduce someone else (**es**- you are singular, **sumus-** we are, **estis** – you are plural)Know that men/boys have names ending in **-us** and women/girls have names ending in **-a.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to wish someone happy birthday **(felix dies tibi sit)**Know the question tags **(quis? - who? And quid?- what?)**Know the pronoun **omnes** (everyone)Know that some nouns are feminine (ending in **-a**) and some are masculine (**-us**).Know that adjectives are used to describe nouns.Know the nouns for ***at least 3*** animals:**animalia** - animalsMasculine Nouns Feminine Nouns**elephantus –** elephant **equus -** horse  **vacca -** cow **cycnus –** swan  **delphinus -** dolphin **gallina -** hen**mus –** mouse **porcus -** pig  **vulpes -** fox**pavo –** peacock  **feles -** cat**psittacus –** parrot  **rana -** frog**piscis –** fish  **meles -** badger**taurus –** bull  **avis -** bird**canis –** dog  **vespa -** wasp**cuniculus –** rabbit  **balaena -** whaleKnow that there are lexical links between Latin and words that we use today **(equus, porcus, delphinus, maximus, minimus, sordidus, optimus, servi)**Know that the adjective follows the noun in Latin.Know how to describe themselves and someone else.Know that **est** means ‘he is’ or ‘she is.’ Know some basic adjectives: **magnus/magna** (big) **minimus/minima** (very small)**parvus/parva** (small) **bonus/bona** (good) **optimus/optima** (very good)Know that the Romans ate a big meal which began late in the afternoon known as the **cena**.Know the foods that the Romans ate, including **liquamen** (a rich fish sauce). |

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| --- | --- |
| Term: YR4/5 AUTUMN 2 | Topic Title: Romans and Britons |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Describe the actions of themselves as a Roman soldier using both verb and adverb
* Read a description of an object and translate it to English.
* Describe an object using a noun and adjective
* Use colours to describe objects
 | Know ***at least 3*** adverbs.**nunc** - now **ferociter** - fiercely**semper** - always **hilariter** - cheerfully**subito** - suddenly **prudenter** - skillfully**breviter** - briefly **segniter** -lazily**celeriter** - quickly **diligenter** - carefullyKnow the nouns **pugno** (I fight) and **equito** (I ride)Know latin roots for the words diligent, ferocious, accelerator, hilarious, prudent.Know how to make a verb sentence in latin more interesting by adding an adverb.Know **est** (he/she is) and **sunt** (they are)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know ***at least 3*** colours in latin.**ruber** - red **aurantiacus** - orange **flavus/ fulvus** - yellow **viridis** - green  **caeruleus** - blue **purpureus** - purple **brunus/brunius/ brunneus** - brown**ater/niger** - black  **albus/candidus** - whiteKnow the verb **vado** (I am going) Know the lexical links for **fractus/fracta** (broken), **obesus/obesa** (fat), **acutus/acuta** (sharp).Know that the adjective follows the noun in Latin.Know how to choose an adjective to complete a noun sentence. |

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| Term: YR4/5 SPRING 1 | Topic Title: Romans and Britons |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Describe the actions of themselves as a Roman soldier using both verb and adverb
* Read a description of an object and translate it to English.
* Describe an object using a noun and adjective
* Use colours to describe objects
 | Know ***at least 3*** adverbs.**nunc** - now **ferociter** - fiercely**semper** - always **hilariter** - cheerfully**subito** - suddenly **prudenter** - skillfully**breviter** - briefly **segniter** -lazily**celeriter** - quickly **diligenter** - carefullyKnow the nouns **pugno** (I fight) and **equito** (I ride)Know latin roots for the words diligent, ferocious, accelerator, hilarious, prudent.Know how to make a verb sentence in latin more interesting by adding an adverb.Know **est** (he/she is) and **sunt** (they are)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know ***at least 3*** colours in latin.**ruber** - red **aurantiacus** - orange **flavus/ fulvus** - yellow **viridis** - green  **caeruleus** - blue **purpureus** - purple **brunus/brunius/ brunneus** - brown**ater/niger** - black  **albus/candidus** - whiteKnow the verb **vado** (I am going) Know the lexical links for **fractus/fracta** (broken), **obesus/obesa** (fat), **acutus/acuta** (sharp).Know that the adjective follows the noun in Latin.Know how to choose an adjective to complete a noun sentence. |

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| Term: YR4/5 SPRING 2 | Topic Title: The Military Machine |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Identify the latin names for a Roman soldier’s weapons
* give and follow commands in plural and singular form
* explain orally and in written form where someone is, what they are doing and how.
 | Know the weapons used by a Roman soldier.**galea** - helmet **arma** - weapons **gladius** - sword**lorica** - breastplate **pilum** - javelin  **pugio** - dagger**scutum** - shield Know how to use imperatives in Latin.**audite!** - listen!  **procedite!** - go forward! **redite!** - go back! **siste!**- stop! **cave!-** be careful **relinque!** - leave it! **ecce! -** look! **portate!** - carry **sumite!** - pick up **demittite -** put down Know how to write a sentence giving a command and an order in Latin.Know how to follow an oral command given using Latin Simon says.Know how to give commands to a partner.Know how to say **veni (*s*)/venite(*p*)**  (come)Know who Julius Caesar was and his role in the Roman Empire. Know latin roots to military, porter, proceed,factory, auditorium.Know that commands end in a vowel and are followed by an exclamation mark.Know that when a command is given to more than one person, it ends in **-te.**Know **quid est?** (what is it?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to write verb sentences including adverbs to describe someone’s actions and where they are.*(for adverbs in latin refer to Spring 2)* **in apodyterio** - in the changing room**in tepidario** - in the warm room**in caldario** - in the hot room**in frigidario** - in the cold roomKnow the latin root **frigidarium** (cold room) and **tepidario** (warm room)Know that **calidus** means hot. |

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| Term: YR4/5 SUMMER 1 | Topic Title: The Military Machine |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* Identify the latin names for a Roman soldier’s weapons
* give and follow commands in plural and singular form
* explain orally and in written form where someone is, what they are doing and how.
 | Know the weapons used by a Roman soldier.**galea** - helmet **arma** - weapons **gladius** - sword**lorica** - breastplate **pilum** - javelin  **pugio** - dagger**scutum** - shield Know how to use imperatives in Latin.**audite!** - listen!  **procedite!** - go forward! **redite!** - go back! **siste!**- stop! **cave!-** be careful **relinque!** - leave it! **ecce! -** look! **portate!** - carry **sumite!** - pick up **demittite -** put down Know how to write a sentence giving a command and an order in Latin.Know how to follow an oral command given using Latin Simon says.Know how to give commands to a partner.Know how to say **veni (*s*)/venite(*p*)**  (come)Know who Julius Caesar was and his role in the Roman Empire. Know latin roots to military, porter, proceed,factory, auditorium.Know that commands end in a vowel and are followed by an exclamation mark.Know that when a command is given to more than one person, it ends in **-te.**Know **quid est?** (what is it?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to write verb sentences including adverbs to describe someone’s actions and where they are.*(for adverbs in latin refer to Spring 2)* **in apodyterio** - in the changing room**in tepidario** - in the warm room**in caldario** - in the hot room**in frigidario** - in the cold roomKnow the latin root **frigidarium** (cold room) and **tepidario** (warm room)Know that **calidus** means hot. |

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| Term: SUM 2 | Topic Title: Review |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:Review previous objectives. | Children to review and consolidate knowledge taught across the year. Assessment and Showcase |

Year 6

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| Term: Y6 AUTUMN 1 | Topic Title: Romans are the Best!/ Off to Town |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:understand some of the contributions of the Roman Empire to BritainDescribe a visit to the shops and what they bought.Orally ask and answer the question, where are you going?Give and follow commands using Latin imperativesidentify the Roman soldier’s uniform and weapons | know some of the contributions of Roman civilisation to Britain **via** - roads**tesserae** - mosaic **viae** - streets**villae** - housesKnow how to ask someone **Ubi is?** (where are you going?) and to respond **vado** (I am going)Know how to say they bought an object **ego emit** (I bought)**vestes** - clothes shop **pilulae** - glass beads  **ampulla** - perfume flask**musicarium** - music shop **stili et cerae** - pens and wax tablets **animalia aenea** - bronze animals**taberna libraria** - book shop  **ludus** - game board **gladius** - sword**taberna ludibriorum** - toy shop **capillamentum** - wig **mortarium** - cooking pot\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to give and follow ***at least 3*** Latin commands.**scribite!**- write!  **cave!** - be careful!  **procedite!** - go forward!**sedete!** -sit!  **siste!** - stop! **demittite!** - put down!**surgite!** -get up! **ecce!** - look! **sumite!** - pick up!**salite!** - jump! **relinque!** - leave it! **portate!** - carry!**audite!** - listen**venite *(pl*) /veni (*s)*** - come!**milites** - soldiers |

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| Term: Y6 AUTUMN 2 | Topic Title: The Military Machine/Arachne/Clean and Healthy |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* read latin aloud
* identify the imperfect tense for sum and use it to explain who is speaking
* describe the characters from the myth Arachne
* describe themselves in the imperfect (past) tense
* use prepositions to explain the location of objects and people in the classroom
* to question and respond to question tags
 | Know the lexical links to auditory, porter, military, proceed.Know the nouns for a soldier’s weapons and uniform**arma**- weapons  **lorica** - breastplate **scutum** - shield**galea** - helmet **pilum** - javelin **gladius** - sword.  **pugio** - daggerKnow the imperfect tense for **sum** *(state of being verb)***eram** - I was **eramus** - we were**eras** - you were **eratis** - you were (*p*)**erat** - he/she/ it was **erant** - they wereKnow that **non** is used to make the verb negative i.e. **non erat -** he/she/it was notKnow how to use the imperfect tense to describe characters. (**Arachne erat victor! -** Arachne was the winner)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the different parts of the Roman baths.Know how to write verb sentences including adverbs to describe someone’s actions and where they are.*(for adverbs in latin refer to Spring 2)* **in apodyterio** - in the changing room**in tepidario** - in the warm room**in caldario** - in the hot room**in frigidario** - in the cold roomKnow the latin root **frigidarium** (cold room) and **tepidario** (warm room)Know that **calidus** means hot.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to translate the commands made by a doctor.**venite!** - come **sedete!** - sit down **discumbe!** - lie down  **oculos aperi!** - open your eyes **impone!** - put it on **consume!** - eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the interrogatives**cur?** - why? **quid?**- what? **quis?** - who? **ubi?** - where?know that prepositions tell us the position of something.Know and identify prepositions in Latin.**ad** - to **in** - in/on  **pro** - in front of **prope** - near**circum** - around  **sub** - under **super** - on top of **e** - from/out ofKnow English words that use Latin prepositions; prepositions- submarine, subterranean, propeller. |

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| Term: Y6 SPRING 1 | Topic Title: A Soldier’s Life/ How Beautiful! |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* read latin aloud
* identify the imperfect tense for sum and use it to explain who is speaking
* describe the characters from the myth Arachne
* describe themselves in the imperfect (past) tense
* use prepositions to explain the location of objects and people in the classroom
* to question and respond to question tags
 | Know the lexical links to auditory, porter, military, proceed.Know the nouns for a soldier’s weapons and uniform**arma**- weapons  **lorica** - breastplate **scutum** - shield**galea** - helmet **pilum** - javelin **gladius** - sword.  **pugio** - daggerKnow the imperfect tense for **sum** *(state of being verb)***eram** - I was **eramus** - we were**eras** - you were **eratis** - you were (*p*)**erat** - he/she/ it was **erant** - they wereKnow that **non** is used to make the verb negative i.e. **non erat -** he/she/it was notKnow how to use the imperfect tense to describe characters. (**Arachne erat victor! -** Arachne was the winner)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the different parts of the Roman baths.Know how to write verb sentences including adverbs to describe someone’s actions and where they are.*(for adverbs in latin refer to Spring 2)* **in apodyterio** - in the changing room**in tepidario** - in the warm room**in caldario** - in the hot room**in frigidario** - in the cold roomKnow the latin root **frigidarium** (cold room) and **tepidario** (warm room)Know that **calidus** means hot.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to translate the commands made by a doctor.**venite!** - come **sedete!** - sit down **discumbe!** - lie down  **oculos aperi!** - open your eyes **impone!** - put it on **consume!** - eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the interrogatives**cur?** - why? **quid?**- what? **quis?** - who? **ubi?** - where?know that prepositions tell us the position of something.Know and identify prepositions in Latin.**ad** - to **in** - in/on  **pro** - in front of **prope** - near**circum** - around  **sub** - under **super** - on top of **e** - from/out ofKnow English words that use Latin prepositions; prepositions- submarine, subterranean, propeller. |

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| Term: Y6 SPRING 2 | Topic Title: A Sad Day  |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* read latin aloud
* identify the imperfect tense for sum and use it to explain who is speaking
* describe the characters from the myth Arachne
* describe themselves in the imperfect (past) tense
* use prepositions to explain the location of objects and people in the classroom
* to question and respond to question tags
 | Know the lexical links to auditory, porter, military, proceed.Know the nouns for a soldier’s weapons and uniform**arma**- weapons  **lorica** - breastplate **scutum** - shield**galea** - helmet **pilum** - javelin **gladius** - sword.  **pugio** - daggerKnow the imperfect tense for **sum** *(state of being verb)***eram** - I was **eramus** - we were**eras** - you were **eratis** - you were (*p*)**erat** - he/she/ it was **erant** - they wereKnow that **non** is used to make the verb negative i.e. **non erat -** he/she/it was notKnow how to use the imperfect tense to describe characters. (**Arachne erat victor! -** Arachne was the winner)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the different parts of the Roman baths.Know how to write verb sentences including adverbs to describe someone’s actions and where they are.*(for adverbs in latin refer to Spring 2)* **in apodyterio** - in the changing room**in tepidario** - in the warm room**in caldario** - in the hot room**in frigidario** - in the cold roomKnow the latin root **frigidarium** (cold room) and **tepidario** (warm room)Know that **calidus** means hot.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to translate the commands made by a doctor.**venite!** - come **sedete!** - sit down **discumbe!** - lie down  **oculos aperi!** - open your eyes **impone!** - put it on **consume!** - eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the interrogatives**cur?** - why? **quid?**- what? **quis?** - who? **ubi?** - where?know that prepositions tell us the position of something.Know and identify prepositions in Latin.**ad** - to **in** - in/on  **pro** - in front of **prope** - near**circum** - around  **sub** - under **super** - on top of **e** - from/out ofKnow English words that use Latin prepositions; prepositions- submarine, subterranean, propeller. |

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| Term: Y6 SUMMER 1 | Topic Title: Gods! Hear our Prayers! |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:* read latin aloud
* identify the imperfect tense for sum and use it to explain who is speaking
* describe the characters from the myth Arachne
* describe themselves in the imperfect (past) tense
* use prepositions to explain the location of objects and people in the classroom
* to question and respond to question tags
 | Know the lexical links to auditory, porter, military, proceed.Know the nouns for a soldier’s weapons and uniform**arma**- weapons  **lorica** - breastplate **scutum** - shield**galea** - helmet **pilum** - javelin **gladius** - sword.  **pugio** - daggerKnow the imperfect tense for **sum** *(state of being verb)***eram** - I was **eramus** - we were**eras** - you were **eratis** - you were (*p*)**erat** - he/she/ it was **erant** - they wereKnow that **non** is used to make the verb negative i.e. **non erat -** he/she/it was notKnow how to use the imperfect tense to describe characters. (**Arachne erat victor! -** Arachne was the winner)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the different parts of the Roman baths.Know how to write verb sentences including adverbs to describe someone’s actions and where they are.*(for adverbs in latin refer to Spring 2)* **in apodyterio** - in the changing room**in tepidario** - in the warm room**in caldario** - in the hot room**in frigidario** - in the cold roomKnow the latin root **frigidarium** (cold room) and **tepidario** (warm room)Know that **calidus** means hot.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know how to translate the commands made by a doctor.**venite!** - come **sedete!** - sit down **discumbe!** - lie down  **oculos aperi!** - open your eyes **impone!** - put it on **consume!** - eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Know the interrogatives**cur?** - why? **quid?**- what? **quis?** - who? **ubi?** - where?know that prepositions tell us the position of something.Know and identify prepositions in Latin.**ad** - to **in** - in/on  **pro** - in front of **prope** - near**circum** - around  **sub** - under **super** - on top of **e** - from/out ofKnow English words that use Latin prepositions; prepositions- submarine, subterranean, propeller. |

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| Term: SUM 2 | Topic Title: Review |
| Objectives  | Key Knowledge and Vocabulary |
| Pupils will be taught to:Review previous objectives. | Assessment and ShowcaseChildren to review and consolidate knowledge taught across the year.  |