



## Year 3

Unit of work	Knowledge progression
Meet the Family	Nouns and noun endings – masculine –us and feminine –a.
Food, glorious food!	Adjectives to describe – masculine and feminine endings. Investigating Latin roots i.e. porcus is a pig.
Work, work, work	Verbs Children learn the end of the verb shows who is doing the action and that the language does not have a word for I, you or they but is expressed through the verb ending. E.g. scribe – I write, scribit – he writes, scribunt – they write.
The Best Days of your Life	Revision: Nouns, verbs, adjectives Looking at Latin roots.
Romans and Britons	Adverbs – Latin adverbs end in ‘er’. Revision of nouns, verbs and adjectives.
Off to Town	Consolidation of all of the above Latin roots: habitat (he lives), fractus (broken).

Year 4

Unit of work	Knowledge progression
The Military Machine	<ul style="list-style-type: none"> <li>Imperatives (commands)</li> </ul> <p>More nouns are introduced and children visit their bank of vocabulary.            Plural form of verb commands are taught e.g. veni – come (singular), venite – come (plural)            Further investigation into derivatives of English e.g. milites – soldiers. portate - carry</p>
Clean and Healthy	<ul style="list-style-type: none"> <li>Revision: adverbs and imperatives</li> <li>Introducing longer statements and more complex language</li> <li>Writing whole sentences in Latin and translate into English</li> <li>Latin roots investigated: frigidarium – cold room.</li> </ul>
A Soldier’s Life	<ul style="list-style-type: none"> <li>Prepositions</li> <li>Derivatives of English and links to prefixes e.g. circum – round and sub – under.</li> </ul>
How Beautiful!	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>Linking two sentences together</li> <li>They learn the latin for because, but, and, although and begin to write and speak aloud longer linked sentences</li> </ul>
A Sad Day	<ul style="list-style-type: none"> <li>Subject and object – how can this affect the way this changes the noun ending</li> <li>If the noun is the subject of the sentences (doing the action) the ending is –am and if the noun is the object (the action is being done to it) the ending is –um.</li> </ul>
Gods! Hear our prayers!	<ul style="list-style-type: none"> <li>Revision of all of the above – nouns, adjectives, verbs, adverbs, prepositions and conjunctions.</li> </ul>

Year 5

Unit of work	Knowledge progression
Last days at Vindolanda	<ul style="list-style-type: none"> <li>• Revision of grammar from LKS2</li> <li>• Present tense verbs</li> <li>• Subject and object</li> <li>• Latin roots i.e. specto – I watch, equito – I ride.</li> <li>• The accusative and nominative case i.e. <b>rogus</b> ardet (nominative – subject) – The <b>bonfire</b> is burning. milites <b>rogum</b> construunt (accusative - object) – The soldiers build a <b>bonfire</b>.</li> </ul>
Iulius joins the army	<ul style="list-style-type: none"> <li>• Gender – adjectives and adverbs</li> <li>• The position of the adjective in the sentence – after the noun</li> <li>• Masculine and feminine words – neuter words</li> <li>• Latin roots – notus – famous, princeps – leading citizen</li> </ul>
On the move	<ul style="list-style-type: none"> <li>• Infinitives and impersonal verbs</li> <li>• Impersonal verbs – pluit, pluit, necesse est, difficile est, advesperascit, necesse est, difficile est, advesperascit, necesse est, difficile est, tonat, necesse est, tonat</li> <li>• Infinitives: currere, currere, dormire, dormire, festinare, festinare, timere, cantare.</li> <li>• Latin roots – sedere – to sit, propeller –to push forwards</li> </ul>
A new way of life in Eboracum	<ul style="list-style-type: none"> <li>• Pronouns – it, they, he, them, they.</li> <li>• Verb ending tells us who is doing the action. i.e. demonstrate – I show.</li> <li>• Latin roots – multi - many</li> </ul>
News from near and far	<ul style="list-style-type: none"> <li>• Impersonal verbs</li> <li>• Infinitives – invenire (to find), facere (to make), sculperere (to carve), spectare (to watch), spectare (to watch).</li> <li>• Latin roots: custodire – to keep safe. Volo – I want.</li> <li>• Impersonal verbs: (mihi) placet and (tibi) licet</li> </ul>
Time for celebration!	<ul style="list-style-type: none"> <li>• Subject and object</li> <li>• Impersonal verbs with infinitives</li> <li>• Latin roots – benign – kind, detergere – to wipe clean.</li> </ul>

Year 6

Unit of work	Knowledge progression
New beginnings	<ul style="list-style-type: none"> <li>• Imperatives –negative, positive, singular, plural</li> <li>• Negative orders: noli – singular form of ‘don’t’, nolite is the plural</li> </ul>
Times for some Greek	<ul style="list-style-type: none"> <li>• Imperfect tense</li> <li>• Latin roots – navigare – to sail, tempestas – a storm</li> </ul>
Wonderful Days!	<ul style="list-style-type: none"> <li>• Revision of imperfect tense of esse (to be)</li> <li>• Compound verbs – simple verb + prefix i.e. absum</li> </ul>
Comings and goings	<ul style="list-style-type: none"> <li>• Participles – case, gender, number agreement</li> <li>• Latin roots: novus – new, spectare – to watch.</li> </ul>
Timber into stone	<ul style="list-style-type: none"> <li>• Revision – parts of the verb</li> <li>• Participles and their agreement</li> <li>• Latin roots: dissecare – to cut, terra = earth.</li> </ul>
All change for Pandora	<ul style="list-style-type: none"> <li>• Revision of personal pronouns, imperatives (singular, plural and negative), impersonal verbs, infinitives, participle, compound verb, imperfect.</li> <li>• Latin roots: edere – to eat, testis – a witness.</li> </ul>