



'We grow and learn with the gifts we have been given, following in the footsteps of Jesus'

Unit Plan	Year 4, 5 and 6 2024-2025
Substantive Knowledge	Substantive knowledge refers to knowing 'what' specific facts need to be remembered.
Disciplinary Knowledge	Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is about knowing 'how'.
Prior Learning	<ul style="list-style-type: none"> <li>History topic focusing on the Romans in year 2 and year 4.</li> <li>Chapters taught in the previous year group.</li> </ul>
Enhancements	Latin Week
CST Links and Catholic Curriculum- heart and hand	The study of Latin in our school exposes our learners to links with scripture, history and word origins. It provides a unique opportunity to bring together communication, inclusion, reconciliation, peace and understanding.
Key Concepts	MFL- listening, speaking, reading, writing and grammar.

Session	Substantive Knowledge	Disciplinary Knowledge	Lesson Content Key Questions	Useful resources												
<b><u>Advent 1</u></b>																
Week 1 Chapter 3 assessment	All previous vocabulary.	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 3 assessment</p> <p>Retrieval</p> <p>Complete Attainment check 3.</p>													
Week 2 Chapter 4 Lesson 1 Page 21	<table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>docet</td> <td>teaches</td> </tr> <tr> <td>laetus</td> <td>happy</td> </tr> <tr> <td>iratus</td> <td>angry</td> </tr> <tr> <td>cur?</td> <td>why</td> </tr> <tr> <td>fatigata</td> <td>bored</td> </tr> </tbody> </table>	Latin	English	docet	teaches	laetus	happy	iratus	angry	cur?	why	fatigata	bored	<p>To know how verbs are used in Latin.</p> <p>To begin to understand Latin word order in a sentence.</p>	<p>LF- To read and translate a Latin story containing verbs with different personal endings.</p> <p>Retrieval</p> <p>Listen to the story- audio available on SharePoint.</p> <p>Children to read it whilst acting.</p> <p>Translate the story together.</p>	
Latin	English															
docet	teaches															
laetus	happy															
iratus	angry															
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		To know how the ending of a verb changes depending upon who is doing the action	Children to list Latin verbs and sort them. <ul style="list-style-type: none"> <li>✓ What does the word "scribit" mean?</li> <li>✓ How would you make the above word "I ..." in Latin?</li> </ul>	
Week 3 Chapter 4 Lesson 2 page 22	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p>	<p>To write or copy simple words correctly</p> <p>To know how the ending of a verb changes depending upon who is doing the action.</p>	<p>LF- (1) To recap all six personal verb endings (present tense)</p> <p>(2) To recap adjectival agreement</p> <p>Retrieval</p> <p>Recap the 6 present tense verb endings.</p> <p>Discuss the verb 'to be'.</p> <p>Adjectives recap and writing adjectives in Latin.</p> <ul style="list-style-type: none"> <li>✓ How do you say "I work" in Latin?</li> <li>✓ Which Adjective agrees with "villa" best: magna, magnus or callida?</li> </ul>	
Week 4 Chapter 4 Lesson 3 Page 23-24	The Romans used Roman numerals.	<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To understand a few familiar spoken words and phrases (with repetition and gesture)</p>	<p>LF- To learn about writing in Roman times</p> <p>Retrieval</p> <p>Discuss the Roman report and the big question.</p> <p>Introduce and explore Roman Numbers (maths link for year 5 maths).</p> <ul style="list-style-type: none"> <li>✓ Can you write "Hello" using the Roman cursive script?</li> <li>✓ If I was born on the Vth day of the IVth month, what day and what month was I born on?</li> </ul>	



<p>Week 5 Chapter 4 Lesson 4 Page 24-26</p>		<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation</p>	<p>LF- To listen to the story of Echo &amp; Narcissus</p> <p>Retrieval</p> <p>Read through the story on page 24-25.</p> <p>Listen to the myth (audio available). Question available on the link provided.</p> <ul style="list-style-type: none"><li>✓ <b>What happens to Echo?</b></li><li>✓ <b>Do you think Narcissus deserves what happens to him?</b></li></ul>	
<p>Week 6 Chapter 4 assessment</p>	<p>All previous vocabulary</p>	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 4 assessment</p> <p>Retrieval</p> <p>Complete Attainment check 4.</p>	
<p>Week 7</p>	<p>All previous vocabulary</p>	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Recap all learning in chapters 1-4.</p> <p>Give opportunities for children to speak, listen and write Latin.</p>	



## Advent 2

<p>Week 1 Chapter 5, Lesson 1, Page 27-28</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>celeriter</td> <td>quickly</td> </tr> <tr> <td>equito</td> <td>I ride</td> </tr> <tr> <td>ferociter</td> <td>fiercely</td> </tr> <tr> <td>pugno</td> <td>I fight</td> </tr> <tr> <td>diligenter</td> <td>carefully</td> </tr> <tr> <td>colo</td> <td>I farm</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	celeriter	quickly	equito	I ride	ferociter	fiercely	pugno	I fight	diligenter	carefully	colo	I farm	<p>To understand single everyday words.</p> <p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p>	<p>LF- To identify adverbs and know their function in English and Latin.</p> <p>Retrieval</p> <p>Recap adverbs (grammar link)</p> <p>Recap verb endings.</p> <p>Listen to the story (audio available).</p> <p>Children to read and act out the story before translating.</p> <p>Teach about Latin adverbs.</p> <p>✓ Which one of these is an Adverb: <u>happy</u> or <u>happily</u>?</p> <p>What are the three letters that go on the end of an Adverb in Latin?</p>	
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<p>Week 2, Chapter 5, Lesson 2, Page 29-30</p>	<p>Some English words have Latin roots.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p>	<p>LF- (1) To understand how the Romans regarded the Britons</p> <p>(2) To identify Latin adverbs and find English derivatives</p> <p>Retrieval</p> <p>Recap verb endings.</p> <p>Read the Roman Report (history link).</p> <p>Children to discuss the big question.</p> <p>Activity linking to Latin root words and translating into English words.</p> <p>✓ What does the Latin word "ferociter" mean?</p> <p>What did the Romans call the Britons?</p>															



<p>Week 3 Chapter 5, Lesson 3, Page 31-32</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>tesserar</td> <td>mosaics</td> </tr> <tr> <td>ita vero</td> <td>yes</td> </tr> <tr> <td>directae</td> <td>straight</td> </tr> <tr> <td>commodae</td> <td>comfortable</td> </tr> <tr> <td>nobiscum</td> <td>with us</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	tesserar	mosaics	ita vero	yes	directae	straight	commodae	comfortable	nobiscum	with us	<p>To imitate correct pronunciation</p> <p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues)</p> <p>To understand single everyday words.</p>	<p>LF- To translate a Latin story containing nouns and adjectives.</p> <p>Retrieval</p> <p>Recap verb endings.</p> <p>Read through the story on page 31 in Latin.</p> <p>Children to translate the story.</p> <p>Read about Candidius and discuss the big question.</p> <ul style="list-style-type: none"> <li>✓ What 3 things did Flavia say were good about the Romans being there?</li> <li>✓ What was Rufus' reason?</li> </ul>					
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<p>Week 4 Chapter 5 assessment</p>	<p>All previous vocabulary.</p>	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 5 assessment</p> <p>Retrieval</p> <ul style="list-style-type: none"> <li>✓ Complete Attainment check 5.</li> </ul>																	
<p>Week 5 Chapter 6, Lesson 1, Page 33-34</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>vado</td> <td>I am going</td> </tr> <tr> <td>Eboracum</td> <td>to York</td> </tr> <tr> <td>ibi</td> <td>there</td> </tr> <tr> <td>arma</td> <td>weapons</td> </tr> <tr> <td>ludi</td> <td>games</td> </tr> <tr> <td>pilulae</td> <td>beads</td> </tr> <tr> <td>variae</td> <td>colourful</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	vado	I am going	Eboracum	to York	ibi	there	arma	weapons	ludi	games	pilulae	beads	variae	colourful	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To say single words and short, simple phrases in response to what they see and hear (with</p>	<p>LF- To translate a Latin story containing nouns, verbs and adjectives.</p> <p>Recap previous learning and verb endings.</p> <p>Read the story on page 33 (audio available).</p> <p>Children to read and act out the story.</p> <p>Translate the story.</p> <p>Read report about travel. (link to year 2 history)</p>	
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		<p>support from spoken model and visual clues).</p> <p>To understand single everyday words.</p>	<ul style="list-style-type: none"> <li>✓ What item was Iulius excited to be buying in York?</li> <li>✓ How long would the whole trip to and from York have taken them in Roman times?</li> </ul>													
<p>Week 6 Chapter 6, Lesson 2, page 35-36.</p>	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>stili</td> <td>pens</td> </tr> <tr> <td>cerae</td> <td>wax tablets</td> </tr> <tr> <td>habitat</td> <td>he lives</td> </tr> <tr> <td>Eboracum</td> <td>in Eboracum or Eboracum</td> </tr> <tr> <td>amicus</td> <td>friend</td> </tr> </tbody> </table>	Latin	English	stili	pens	cerae	wax tablets	habitat	he lives	Eboracum	in Eboracum or Eboracum	amicus	friend	<p>To know how nouns &amp; adjectives are used in Latin.</p> <p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation.</p>	<p>LF- To translate Latin noun-adjective sentences containing novel vocabulary</p> <p>Recap previous learning and verb endings.</p> <p>Read the story on page 35 (audio available)</p> <p>Children to read and then translate the story.</p> <p>Grammar recap.</p> <p>Translate sentences</p> <ul style="list-style-type: none"> <li>✓ Which of these words is an Adjective: apple, happy, yap?</li> <li>✓ How does Rufus react before he finds out he is going to York too?</li> <li>✓</li> </ul>	
Latin	English															
stili	pens															
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<p>Week 7 Chapter 6, Lesson 3, page 37</p>	<p>Some English words have Latin roots.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p>	<p>LF- To associate English derivatives with their Latin root word.</p> <p>Retrieval</p> <p>Explore the Latin Roots at the bottom of page 37.</p> <p>Discuss the underlined words.</p> <p>Read the Latin story on page 35.</p>													



			<p>Explore the Latin words and write down the English meaning.</p> <ul style="list-style-type: none"> <li>✓ If I am feeling optimistic, is that a good or bad thing?</li> <li>✓ Look at "durus" on pg.36: if I have a durable ruler will it break?</li> </ul>	
<b><u>Lent 1</u></b>				
<p>Week 1 Chapter 6, Lesson 4, page 37-38</p>	<p>All previous vocabulary.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To write or copy simple words correctly.</p> <p>To label items and select appropriate words to complete short phrases or sentences.</p>	<p>LF- To recap vocabulary used in this chapter</p> <p>Retrieval</p> <p>Read the story introduction and recap vocabulary.</p> <p>Match the picture with its Latin name.</p> <p>Activity sheet- matching picture to the correct item.</p> <ul style="list-style-type: none"> <li>✓ What is the word for a game board in Latin?</li> </ul> <p>Who wanted to buy the perfume flask?</p>	
<p>Week 2, Chapter 6, Lesson 5, Page 39</p>	<p>All previous vocabulary.</p>	<p>To know how nouns &amp; adjectives are used in Latin.</p> <p>To label items and select appropriate words to complete short phrases or sentences</p>	<p>LF- To recap noun-adjective agreement</p> <p>Retrieval</p> <p>Grammar focus on Latin nouns and adjectives.</p> <p>Complete the activity worksheet- What does Rufus think?</p> <p>Children to listen to the myth and discuss the big question.</p>	



		To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).	<ul style="list-style-type: none"> <li>✓ Which adjective describes "stili": optimus or optimi?</li> </ul> <p>In one sentence, tell me what happened in the story of Actaeon and Diana.</p>											
Week 3- Chapter 6 assessment	All previous vocabulary.	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 6 assessment</p> <p>Retrieval</p> <p>Complete Attainment check 6.</p>											
Week 4	All previous vocabulary.		<ul style="list-style-type: none"> <li>✓ Consolidation week.</li> </ul>											
Week 5, Chapter 7, lesson 1, page 40-41	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p> <table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>quid est?</td> <td>What is it?</td> </tr> <tr> <td>galea</td> <td>helmet</td> </tr> <tr> <td>gladius</td> <td>sword</td> </tr> <tr> <td>pilum</td> <td>javelin</td> </tr> </tbody> </table>	Latin	English	quid est?	What is it?	galea	helmet	gladius	sword	pilum	javelin	<p>To revise nouns, adjectives and verbs in Latin.</p> <p>To understand a range of familiar spoken phrases</p> <p>To give commands - (bossy verbs!) and to know what happens to the word when a command is given to more than one person</p>	<p>LF- To learn how Latin expresses imperative verbs (singular)</p> <p>Retrieval</p> <p>Recap verb endings.</p> <p>Teacher to read/share the story on page 40 (audio available)</p> <p>Children to read and translate the story.</p> <p>Teach children about commands. (grammar link)</p> <ul style="list-style-type: none"> <li>✓ What type of word is "Stop!"?</li> <li>✓ How do you tell the difference in Latin between ordering one person and many</li> </ul>	
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quid est?	What is it?													
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<p>Week 6, Chapter 7, lesson 2, page 42-43</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr><td>milites</td><td>soldiers</td></tr> <tr><td>audite!</td><td>listen</td></tr> <tr><td>sumite!</td><td>pick up</td></tr> <tr><td>portate!</td><td>carry</td></tr> <tr><td>procedite!</td><td>go forward</td></tr> <tr><td>demittite!</td><td>put down</td></tr> <tr><td>testudinem facite!</td><td>make a tortoise</td></tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	milites	soldiers	audite!	listen	sumite!	pick up	portate!	carry	procedite!	go forward	demittite!	put down	testudinem facite!	make a tortoise	<p>To revise nouns, adjectives and verbs in Latin.</p> <p>To consolidate the use of nouns, adjectives verbs and adverbs in Latin.</p> <p>To give commands – (bossy verbs!) and to know what happens to the word when a command is given to more than one person</p>	<p>LF- To learn how Latin expresses imperative verbs (plural).</p> <p>Retrieval</p> <p>Teacher to read/share the story on page 42 (audio available)</p> <p>Children to read and translate the story.</p> <p>Teach children a range of commands.</p> <p>Using the Roman report, find out more about the Centurion. (history link)</p> <ul style="list-style-type: none"> <li>✓ How do you say, "Make a tortoise!" in Latin?</li> <li>✓ Name 2 things that make the Centurion different to the other soldiers.</li> </ul>	
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<b><u>Lent 2</u></b>																				
<p>Week 1, Chapter 7, Lesson 3, page 44-45</p>	<p>Some English words have Latin roots.</p>	<p>To use a dictionary to check meanings.</p> <p>To answer simple questions and give basic information.</p>	<p>LF- To associate English derivatives with their Latin root word.</p> <p>Retrieval</p> <p>Explore the questions on page 44. Children to use their Latin to respond to the questions and discuss</p>																	



		To write single words from memory (spelling may be approximate).	the underlined words. Table to print on last slide of the PowerPoint. Children to use a dictionary. Listen to the myth. Optional writing activity available. <ul style="list-style-type: none"> <li>✓ What Latin word has our word "transport" come from?</li> <li>✓ In one sentence, tell me what happened in the story of Odysseus' Cunning Plan.</li> </ul>														
Week 2- Chapter 7 assessment	All previous vocabulary.	To label items and write familiar short phrases.  To understand familiar written phrases.  To give short, simple responses to what they see and hear, and use set phrases.	LF- Chapter 7 assessment  Retrieval Complete Attainment check 7.														
Week 3, Chapter 8, Lesson 1, page 46-47.	<table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>hilariter</td> <td>cheerfully</td> </tr> <tr> <td>ludent</td> <td>they are playing</td> </tr> <tr> <td>in apodyterio</td> <td>in the changing room</td> </tr> <tr> <td>exuunt</td> <td>they are undressing</td> </tr> <tr> <td>in tepidario</td> <td>in the warm room</td> </tr> <tr> <td>segniter</td> <td>lazily</td> </tr> </tbody> </table>	Latin	English	hilariter	cheerfully	ludent	they are playing	in apodyterio	in the changing room	exuunt	they are undressing	in tepidario	in the warm room	segniter	lazily	To understand a range of familiar spoken phrases.  To show an awareness of sound patterns in their pronunciation  To understand familiar written phrases.	LF- To translate a Latin story containing adverbs.  Retrieval Teacher to read/share the story on page 46 (audio available) Children to read and translate the story. <ul style="list-style-type: none"> <li>✓ Can you find one of the Adverbs in the story we translated today?</li> <li>✓ Can you remember the name of the hot room in the baths where Lepidina and Flavia had their skin cleaned and scraped?</li> </ul>
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Week 4, Chapter 8, Lesson 2, page 47	Vocabulary from the previous lesson.	<p>To consolidate the use of adverbs in Latin</p> <p>To write familiar short phrases</p>	<p>LF- To encounter and recognise Latin adverbs</p> <p>retrieval</p> <p>Read the story from last week again. Children to identify the adverbs.</p> <p>Activity- children to write out the sentences on page 47 and add in the correct adverb. Once finished, they need to translate the sentences.</p> <p>✓ What does the word "segniter" mean?</p>																									



			<p>✓ Can you think of an English word that comes from the Latin word "celeriter"?</p>																	
<p>Week 5, Chapter 8, Lesson 3, page 48-49</p>	<p>Vocabulary from the previous lesson.</p>	<p>To label items and write familiar short phrases.</p>	<p>LF- To learn about Roman baths</p> <p>Retrieval</p> <p>Read the reports on page 48 and 49 and answer the questions at the bottom of page 48.</p> <p>Activity- draw the baths and label the rooms in Latin.</p> <p>✓ What does the word "segniter" mean?</p> <p>✓ Can you think of an English word that comes from the Latin word "celeriter"?</p>																	
<p>Week 6, Chapter 8, Lesson 4, page 50-51</p>	<table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>discumbe!</td> <td>lie down</td> </tr> <tr> <td>oculos aperi!</td> <td>open your eyes</td> </tr> <tr> <td>imponere!</td> <td>put it on</td> </tr> <tr> <td>tris per diem</td> <td>three times a day</td> </tr> <tr> <td>consume!</td> <td>eat</td> </tr> <tr> <td>bis per diem</td> <td>twice a day</td> </tr> <tr> <td>gratias agimus</td> <td>thank you</td> </tr> </tbody> </table>	Latin	English	discumbe!	lie down	oculos aperi!	open your eyes	imponere!	put it on	tris per diem	three times a day	consume!	eat	bis per diem	twice a day	gratias agimus	thank you	<p>To understand a range of familiar spoken phrases</p> <p>To show an awareness of sound patterns in their pronunciation</p> <p>To understand familiar written phrases.</p> <p>To revise verbs in Latin.</p> <p>To consolidate the use of verbs in Latin.</p>	<p>LF- To translate a Latin story containing imperative verbs.</p> <p>Retrieval</p> <p>Teacher to read/share the story on page 50 (audio available)</p> <p>Children to read/ act out the story before translating it.</p> <p>✓ Can you find one of the Imperative Verbs in the story we translated today? What does it mean? Is it for one person or many?</p> <p>✓ Would you want to see a doctor in Roman times? Explain your answer.</p>	
Latin	English																			
discumbe!	lie down																			
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## Pentecost 1

<p>Week 1, Chapter 8, Lesson 5, Page 52</p>	<p>Previous learning. Latin body part names.</p>	<p>Year 5- To name parts of the body based upon their Latin derivatives.</p> <p>To answer simple questions and give basic information.</p> <p>To give short, simple responses to what they see and hear, and use set phrases</p>	<p>LF- (1) To put on a Latin play set at the doctor's (2) To read the story of Odysseus and the Cyclops</p> <p>Retrieval</p> <p>Activity- parts of the body in Teacher resource book XXVI.</p> <p>Using this sheet and their learning, children to create their own Latin play.</p> <p>Listen to the myth.</p> <ul style="list-style-type: none"> <li>✓ If you have a PEDICURE, which part of the body is it on?</li> <li>✓ In one sentence, tell me what happened in the story of Odysseus and the Cyclops.</li> </ul>									
<p>Week 2 Chapter 8 assessment</p>	<p>All previous vocabulary.</p>	<p>To label items and write familiar short phrases.</p> <p>To understand familiar written phrases.</p> <p>To give short, simple responses to what they see and hear, and use set phrases.</p>	<p>LF- Chapter 8 assessment</p> <p>Retrieval</p> <ul style="list-style-type: none"> <li>✓ Complete Attainment check 8.</li> </ul>									
<p>Week 3 Chapter 9, Lesson 1, page 53</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Latin</u></th> <th style="text-align: left;"><u>English</u></th> </tr> </thead> <tbody> <tr> <td>signifer</td> <td>standard-bearer</td> </tr> <tr> <td>vexillifer</td> <td>flag-bearer</td> </tr> <tr> <td>cornice</td> <td>horn-player</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	signifer	standard-bearer	vexillifer	flag-bearer	cornice	horn-player	<p>To understand a range of familiar spoken phrases.</p> <p>To show an awareness of sound</p>	<p>LF- To translate a Latin story containing questions.</p> <p>Retrieval</p>	
<u>Latin</u>	<u>English</u>											
signifer	standard-bearer											
vexillifer	flag-bearer											
cornice	horn-player											



	centurio	centurion	<p>patterns in their pronunciation</p> <p>To understand familiar written phrases.</p>	<p>Teacher and children to read the story out loud. (audio available)</p> <p>Children to then translate the story.</p> <ul style="list-style-type: none"> <li>✓ Who is the "signifer"?</li> <li>✓ What is the Latin word for "who"?</li> </ul>	
<p>Week 4 Chapter 9, Lesson 2, page 54-55</p>	Previously taught vocabulary.			<p>LF- To write a letter from a Roman soldier's point of view.</p> <p>Retrieval</p> <p>Read the Roman report. Discuss the good and bad points of being a Roman soldier.</p> <p>Activity- Imagine you are one of the soldiers and write a letter home. (English link)</p> <ul style="list-style-type: none"> <li>✓ What is the youngest age someone might join the Roman army?</li> <li>✓ What is a ballista?</li> </ul>	
<p>Week 5, Chapter 9, Lesson 3, page 56-57</p>	<p><b>Latin</b></p> <p>prope</p> <p>circum</p> <p>sub</p> <p>super</p> <p>in</p> <p>pro</p> <p>ad</p> <p>e</p> <p>fessa</p>	<p><b>English</b></p> <p>near</p> <p>round</p> <p>under</p> <p>on top of</p> <p>in</p> <p>in front of</p> <p>to</p> <p>away from</p> <p>tired</p>	<p>To know that some English words have Latin roots.</p> <p>To understand a range of familiar spoken phrases</p> <p>To show an awareness of sound patterns in their pronunciation</p>	<p>LF- To encounter Latin prepositions</p> <p>Retrieval</p> <p>Read the story on page 56 and 57 together. (audio available)</p> <p>Translate the story as a class.</p> <p>Teach the children about prepositions (grammar link)</p> <p>Activity- children to answer the questions at the bottom of page 57.</p>	



	laetissimus    very happy	To understand familiar written phrases	<ul style="list-style-type: none"> <li>✓ Can you give an example of 2 Prepositions in Latin?</li> <li>✓ If you "impose" your view on someone, are you putting your view on them, or taking it away?</li> </ul>	
<b><u>Pentecost 2</u></b>				
Week 1, Chapter 9, lesson 4, page 58	Previously taught vocabulary.	<p>To understand a range of familiar spoken phrases</p> <p>To show an awareness of sound patterns in their pronunciation</p> <p>To understand familiar written phrases</p>	<p>LF- To recap vocabulary.</p> <p>Retrieval- preposition bingo!</p> <p>Read the myth on page 58. Discuss the big question.</p> <p>Recap the words to remember at the bottom of page 58.</p> <p>Activity- wordsearch available in the Teacher resource book XXX</p>	
Week 2 Chapter 9 assessment	All previous vocabulary.	<p>To label items and write familiar short phrases.</p> <p>To understand familiar written phrases.</p> <p>To give short, simple responses to what they see and hear, and use set phrases.</p>	<p>LF- Chapter 9 assessment</p> <p>Retrieval</p> <p>Complete Attainment check 9.</p>	



<p>Week 3, Chapter 10, Lesson 1, page 59.</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>gratias tibi ago</td> <td>I thank you</td> </tr> <tr> <td>capillamentum</td> <td>wig</td> </tr> <tr> <td>capilli</td> <td>hair</td> </tr> <tr> <td>aures</td> <td>ears</td> </tr> <tr> <td>unguentum</td> <td>lip gloss</td> </tr> <tr> <td>gemmae</td> <td>jewels</td> </tr> <tr> <td>quamquam</td> <td>although</td> </tr> <tr> <td>diu</td> <td>for a long time.</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	gratias tibi ago	I thank you	capillamentum	wig	capilli	hair	aures	ears	unguentum	lip gloss	gemmae	jewels	quamquam	although	diu	for a long time.	<p>To understand a range of familiar spoken phrases.</p> <p>To show an awareness of sound patterns in their pronunciation</p> <p>To understand familiar written phrases.</p>	<p>LF- To translate a Latin story containing conjunctions</p> <p>Retrieval Teacher and children to read the story out loud. (audio available) Children to then translate the story.</p> <ul style="list-style-type: none"> <li>✓ Name two things that Lepidina puts on to get ready (it doesn't just have to be clothes).</li> <li>✓ What does the Latin word "sed" mean?</li> </ul>	
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gratias tibi ago	I thank you																					
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<p>Week 4, Chapter 10, Lesson 2, page 60</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>quod</td> <td>because</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	quod	because	<p>year 6- To use conjunctions accurately in Latin</p> <p>To understand familiar written phrases.</p>	<p>LF- To understand the role of conjunctions in Latin</p> <p>Retrieval Reread the story on page 59 and recap the translation. What conjunctions can you find? (grammar link) What is the Latin word for each of these words? Teach children about the Latin conjunctions. Activity- children to expand the sentences using a conjunction.</p> <ul style="list-style-type: none"> <li>✓ How do you say "although" in Latin?</li> <li>✓ What is a Conjunction and how is it used?</li> </ul>															
<u>Latin</u>	<u>English</u>																					
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<p>Week 5, Chapter 10, Lesson 3, page 61-62</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>in cubiculo</td> <td>in the bedroom</td> </tr> <tr> <td>anulus</td> <td>ring</td> </tr> <tr> <td>pretiosus</td> <td>valuable</td> </tr> <tr> <td>cur?</td> <td>where</td> </tr> <tr> <td>aureus</td> <td>made of gold</td> </tr> <tr> <td>a patre tuo</td> <td>from your father</td> </tr> <tr> <td>haec verba</td> <td>these words</td> </tr> <tr> <td>anima mea</td> <td>my life or my soul</td> </tr> <tr> <td>amatorius</td> <td>romantic</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	in cubiculo	in the bedroom	anulus	ring	pretiosus	valuable	cur?	where	aureus	made of gold	a patre tuo	from your father	haec verba	these words	anima mea	my life or my soul	amatorius	romantic	<p>To know that some English words have Latin roots.</p>	<p>LF- To translate a Latin story and find English derivatives from the vocabulary.</p> <p>Retrieval Teacher and children to read the story out loud. (audio available) Children to then translate the story. Children to discuss the questions on the PowerPoint thinking about Latin words.</p> <ul style="list-style-type: none"> <li>✓ What makes Lepidina's ring special?</li> <li>✓ Can you think of an English word that comes from "cubiculo"?</li> </ul>	
<u>Latin</u>	<u>English</u>																							
in cubiculo	in the bedroom																							
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<p>Week 6, Chapter 10, lesson 4,</p>	<p>All previously taught vocabulary.</p>	<p>To show an awareness of sound patterns in their pronunciation</p> <p>To give short, simple responses to what they see and hear, and use set phrases.</p>	<p>LF- To recap vocabulary</p> <p>Retrieval Read the myth. Activity- complete the storyboard. Discuss the words to remember and a grammar recap.</p> <ul style="list-style-type: none"> <li>✓ What does "diu" mean?</li> <li>✓ In one sentence, tell me what happened in the story of Midas and the Golden Touch.</li> </ul>																					
<p>Week 7 Chapter 10 assessment</p>	<p>All previous vocabulary.</p>	<p>To label items and write familiar short phrases.</p> <p>To understand familiar written phrases.</p>	<p>LF- Chapter 10 assessment</p> <p>Retrieval Complete Attainment check 10.</p>																					

