

Overview of Planning for Year Three

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which scheme of work will be used?	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)
Which unit or chapter will be used?	Chapter 1: Meet the Family	Chapter 2: Food, Glorious Food!	Chapter 3: Work, Work, Work	Chapter 4: The Best Days of Your Life	Chapter 5: Romans and Britons	Chapter 6: Off to Town
Cultural Capital	<ul style="list-style-type: none"> Overview of why the Romans were in Britain. Major Roman settlements in Britain (focus on Vindolanda). Discussion of slavery in Roman society. Mythology/key literature – Perseus and Medusa 	<ul style="list-style-type: none"> Further discussion of societal roles in Roman culture (including slaves and Governors). Roman food culture (feasting and unusual foods including peacock). Mythology/ley literature – Daedalus and Icarus. 	<ul style="list-style-type: none"> Why do the two male slaves in the story come from different places? Discuss diversity across settlements within the Roman Empire. Why could some slaves read and others couldn't? Mythology/key literature – Pandora's Box 	<ul style="list-style-type: none"> Education within affluent Roman families. Historical artefacts such as stilus and wax tablets. Mythology/key literature – Echo and Narcissus. 	<ul style="list-style-type: none"> Societal roles including military positions, farming, charioteering. What did the Romans think of the Britons and their country? Historical artefacts from Vindolanda – writing tablets. What were Roman villas and Roman settlements like? Focus on mosaics and roads. Mythology/Key literature – A traveller's tale. 	<ul style="list-style-type: none"> Major settlements in Roman Britain (focus on Eboracum or York). What was Shopping like in Roman Britain? Travel – How was it different from how it is today? What is a stilus/wax tablet and why were they used? An overview of other major settlements across the Roman Empire. Mythology/Key literature – Acteon and Diana.
Grammatical knowledge	<ul style="list-style-type: none"> Focus on “sum” (I am) in multiple different contexts. Extension – “sumus” (we are). The only time we ever use capital letters in Latin is for proper nouns. 	<ul style="list-style-type: none"> Masculine nouns can be identified by their “us” ending. Feminine nouns can be identified by their “a” ending. A masculine noun must be described by a masculine adjective and a feminine noun must be described by a feminine adjective. The ending of a noun and the adjective that describes it must “agree” (match). 	<ul style="list-style-type: none"> Introduction to verb endings (present tense regular verbs in the first person only). Examples including purgo (I clean), coquo (I cook) and lego (I read). Consolidation of “esse” (to be) in the present tense. Consolidation of masculine and feminine adjectival endings from chapter 2. 	<ul style="list-style-type: none"> Extending knowledge of present tense endings for regular verbs (now this will not be limited to the first person). 	<ul style="list-style-type: none"> Extending and applying knowledge of present tense verb endings in sentences that make use of all different persons. Translation of sentences that include masculine and feminine nouns (and agreeing adjectives). Translation of sentences that include simple adverbs. 	<ul style="list-style-type: none"> An introduction to plural noun forms. Consolidation of the verb “esse” (to be). Consolidation of verb endings for regular, present tense verbs.

<p>Phonic knowledge</p>	<ul style="list-style-type: none"> • Letters in Latin make the same sounds as they do in English (mostly). • The letter c always makes a hard sound. • The letter v always makes the same sound as a w does in English. • The letter j doesn't exist in Latin – It would always be “iu” • The digraph “ae” in Latin makes the same vowel sound as “eye” or “igh” in English. 					
<p>Key vocabulary</p> <p>*Macrons and other accents will be taught to children in UKS2, but they have been removed from all planning and skills progression documentation.</p>	<p>Nouns: mater – mother pater – father filia – daughter filius – son infans – little child servi - slaves diem natalem – birthday soror – sister anima - soul</p> <p>Verbs: sum – I am es – you are (sg) sumus – we are estis – you are (pl) habeo – I have</p> <p>Other: quis es? – Who are you? (sg) qui estis? – Who are you? (pl) Vindolandae – At Vindolanda carissima – dearest iii idus – the eleventh salve – Hello (sg) salvete – hello (pl) omnes – everyone expectatissimus – very welcome donum – a gift/present tibi – for you felix dies tibi sit! – Happy birthday! gratias tibi ago – I thank you quam pulcher – how beautiful sed – but quid? – What? Famosa – famous sedate! – Sit down! olim – Once upon a time.</p>	<p>Nouns: villa - house hortus – garden tunica – dress miles – soldier vespa – wasp Balaena - whale cuniculus – rabbit Delphinus – dolphin porcus - pig caseus – cheese servi – slaves cibus - food</p> <p>Adjectives: sordida/sordidus – dirty squalidus - messy fessi – tired parva/parvus – small maxima/maximus – very big improba/improbus - naughty benigna/benignus – friendly magna/magnus – big</p> <p>Other: eheu! – Oh dear! Euge! – Hooray! vir optime - sir surge! – Get up! nunc – now noli tangere – Don't touch! omnes silent – Everyone is silent redi – go back cubiculum – bedroom noli lacrimare – don't cry scilicet – of course rident – smiles praecipue - especially</p>	<p>Nouns: ancilla – slave girl</p> <p>Verbs: facis – You are doing scribo – I am writing scribit – He/she is writing spectat – He/she is watching purgo – I am cleaning lego – I am reading legit – He/she is reading verro – I am sweeping intrat – He/she is entering laborant – they are working rident – they are smiling legis – You read coquis – You cook</p> <p>Adjectives: nova – new Validus - strong</p> <p>Adverbs: subito - suddenly nunc – now semper - always</p> <p>Other: quod – because minime! – No!</p>	<p>Nouns: tesserae - mosaics</p> <p>Verbs: docet – teaches dormio – I sleep lacrimo – I cry laboro – I work scribe – I write lego – I read sedeo – I sit rideo – I smile ludo – I play</p> <p>Adjectives: laeta/laetus – happy irata/iratus – angry fatigata/fatigatus – bored</p> <p>Other: cur? – Why? ita vero – yes</p>	<p>Nouns: tesserae – mosaics viae – streets villae - houses</p> <p>Verbs: equito – I ride colo – I farm pugno – I fight</p> <p>Adjectives: directae – straight commodae - comfortable</p> <p>Adverbs: celeriter - quickly ferociter - fiercely diligenter - carefully</p> <p>Other: ita vero – yes nobiscum – with us</p>	<p>Nouns: arma – weapons ludi – games ludus - game pilulae – beads stilus – pen gladius - sword stili – pens cerae – wax tablets cera – wax tablet amica/amicus - friend</p> <p>Verbs: vado – I am going habitat – He lives</p> <p>Adjectives: variae – colourful acutus/acuta – sharp fractus/fracta – broken obesus/obesa – fat durus/dura – tough callidus/callida - clever</p> <p>Other: Eboracum – to York ibi – there ita vero - yes</p>

Overview of Planning for Year Four

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which scheme of work will be used?	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)	Minimus – Starting Out in Latin (Book 1)
Which unit or chapter will be used?	Chapter 7: The Military Machine	Chapter 8: Clean and Healthy	Chapter 9: A Soldier’s Life	Chapter 10: How Beautiful!	Chapter 11: A Sad Day	Chapter 12: Gods! Hear Our Prayers!
Cultural Capital	<ul style="list-style-type: none"> What was life like in the Roman army? Why was the Roman army seen as a desirable career? What was life like for off-duty soldiers? What weapons and formations were used within the Roman army? All about Roman centurions. Mythology/Key literature – The Trojan Horse (Odysseus’s Clever Plan). 	<ul style="list-style-type: none"> The cultural significances of Roman baths. Only rich people had water piped into their homes. Healthcare and going to the doctor during Roman times. What were the Roman bath houses like? Mythology/key literature – Oysseus and the Cyclops. 	<ul style="list-style-type: none"> What were the different roles within the Roman army? What weapons and supplies were available to members of the Roman army? Mythology/key literature – Procrustes and His Terrible Bed. 	<ul style="list-style-type: none"> How did people clothe and beautify themselves in Roman Britain? Looking at previously learned vocabulary and discussing a variety of English cognates. Mythology/key literature – Midas and the Golden Touch. 	<ul style="list-style-type: none"> How was death dealt with during Roman times? What were Roman funerals like? Roman tombs and grave inscriptions. Roman belief in the afterlife. Mythology/Key literature – Pyramus and Thisbe. 	<ul style="list-style-type: none"> How and why were the Roman gods prayed to? Who were the main Roman gods and what were their ancient Greek equivalents called? How was illness and death dealt with during Roman times? Mythology/key literature – How did Mercury become the messenger of the gods as well as the god of thieves and tricksters?
Grammatical knowledge	<ul style="list-style-type: none"> Introduction to imperative verbs in singular and plural forms. Consolidation of verb endings for regular present tense verbs from the previous chapters. 	<ul style="list-style-type: none"> Translation of sentences using a small selection of adverbs. Identifying that adverbs usually end in -er in Latin. Consolidation of imperative verbs. 	<ul style="list-style-type: none"> Translation of sentences that make use of a small range of prepositions (near, round, under, in, on top of, away from etc). Consolidation of previous learning around regular verbs in the present tense. 	<ul style="list-style-type: none"> An introduction to sentences which make use of simple conjunctions (because, but, and, although) in addition to previously learned grammatical concepts. 	<ul style="list-style-type: none"> Introduction to how we can identify the subject and object of a sentence in English and Latin. Translation of simple sentences that require children to identify the subject and object. Understanding that in English, word order is important but that in Latin, it is word endings that give us the meaning of a sentence. 	<ul style="list-style-type: none"> Revision and consolidation of grammatical concepts covered throughout the book: <ul style="list-style-type: none"> The verb “to be” Masculine and feminine forms (agreement). Singular and plural forms. Imperative verbs.
Phonic knowledge	<ul style="list-style-type: none"> Letters in Latin make the same sounds as they do in English (mostly). The letter c always makes a hard sound. The letter v always makes the same sound as a w does in English. The letter j doesn’t exist in Latin – It would always be “iu” 					

- The digraph “ae” in Latin makes the same vowel sound as “eye” or “igh” in English.

Key vocabulary

*Macrons and other accents will be taught to children in UKS2, but they have been removed from all planning and skills progression documentation.

Nouns:
 galea – helmet
 gladius – sword
 pilum – javelin
 scutum – shield
 lorica - breastplate
 pugio – dagger
 milites - soldiers

Verbs:
 cave! – Be careful!
 Siste! – Stop!
 audite! – Listen!
 Sumite! – Pick up!
 portate! – Carry!
 procedite! – Go forward!
 demittite! – Put down!
 tustudinum facite! – Make a tortoise!
 relinque! – Leave it!
 ecce! – Look!
 veni! – Come! (sg)
 venite! – Come! (pl)

Adjectives:
 periculosa/periculosus - dangerous

Other:
 quid est? – What is it?

Nouns:
 ancillae – slave girls

Verbs:
 ludunt – they are playing
 exuunt – they are undressing
 recumbunt – they are lying down
 radunt – they are scraping their skin
 summergunt – they plunge underwater
 garriunt – they are chatting
 discumbent! – Lie down!
 oculos peri! – Open your eyes!
 impone! – Put it on!
 consume! – Eat!

Adjectives:
 laetae – happy
 purae - clean

Adverbs:
 hilariter – cheerfully
 segniter – lazily
 prudenter - skillfully

Other:
 in apodyterio – in the changing room
 in tepidario – in the warm room
 in caldario – in the hot room
 in frigidario – in the cold room
 breviter – for a short time
 cum amicis – with friends
 tris per diem – three times per day
 bis per diem – twice a day
 gratias agimus – thank you

Nouns:
 signifier – standard bearer
 vexillifer – flag bearer
 cornice – horn player
 centurio - centurion

Other:
 prope – near
 circum – round
 sub – under
 super – on top of
 in – in
 pro – in front of
 ad – to
 e – away from
 fessa/fessus – tired
 laetissimus – very happy
 quis ? – Who?

Nouns:
 capillamentum – wig
 capilli – hair
 aures – ears
 unguementum – lip gloss
 gemmae – jewels
 quamquam – although
 diu – for a long time
 anulus - ring

Adjectives:
 pretiosus – valuable
 amatorius - romantic

Other:
 gratias tibi ago – I thank you
 in cubiculo – in the bedroom
 cur? – Why?
 aureus – made of gold
 a patre tuo – from your father
 haec verba – these words
 anima mea – my life/soul
 diu – for a long time

Nouns:
 epistulam – letter
 equum – horse
 plaustrum – cart
 coronam – wreath
 lucernam – lamp
 titulum – inscription
 ollam – pot
 sepulcrum – tomb
 ponit - places

Verbs:
 accipit – receives
 curat – He/she looks after
 parat – He/she prepares
 sculpsit – He/she carves
 deponent – They put down

Adjectives:
 tristissimus – very sad
 mortuus/mortua - dead

Nouns:
 vinum – wine
 deae matres – mother goddess
 fabulum – story
 capillos – hair
 caseum – cheese
 plaustrum – cart
 sacrificium - sacrifice

Verbs:
 Consumit – He/she eats
 accessit – He/she summons
 narrat – He/she tells
 lambit – He/she licks
 pectit – He/she combs
 dat – He/she gives
 facit – He/she makes
 cantat – He/she sings
 tenet – He/she cuddles
 surgit – He/she gets up

Adjectives:
 calidus/calida – hot
 solliciti – worried
 pavidi – frightened
 tristes - sad

Adverbs:
 suaviter – sweetly
 nunc - now

Other:
 nihil – nothing
 preces nostras – our prayers
 precem meam – my prayer
 omnes - everyone

Overview of Planning for Year Five

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which scheme of work will be used?	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)
Which unit or chapter will be used?	Chapter 1 Iulius: Last Days at Vindolanda	Chapter 2 Augustus: Iulius Joins the Army	Chapter 3 September: On the Move	Chapter 4 October: A New Way of Life in Eboracum	Chapter 5 November: News from Near and Far	Chapter 6 December: Time for Celebration
Cultural Capital	<ul style="list-style-type: none"> Revisiting knowledge about Roman settlements in Britain (focus on Vindolanda). Exploring mythology – Pegasus the wonder-horse. Revisiting knowledge about the Roman army. Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Exploring different Roman emperors and how they were perceived. Exploring mythology and key literature – Odysseus at sea. Building on knowledge of the Roman army from chapter 1. Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Understanding and exploring how Roman roads and other infrastructure was organized and built. Mythology/key literature – Exploring how it is believed that Zeus came to be. Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Exploring a Roman settlement in Britain (Eboracum/York). Understanding how historians and archeologists built their knowledge of Roman settlements. Mythology/key literature – Heracles and the Hydra Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Exploring key historical figures from Roman settlements in Britain (Lucius Duccius Ruffinus). Exploring the role the Roman army played in the expansion of infrastructure. Mythology and key literature – Demeter and Persephone Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Exploration of when and how Roman festivals were celebrated (focus on Saturnalia). Mythology/key literature – Saturn and the Golden Age. Exploring the English cognates of the Latin vocabulary taught in this chapter.
Grammatical knowledge	<ul style="list-style-type: none"> Recapping and consolidating knowledge of present tense verb endings (from book 1). Recapping and consolidating the idea that in English, word order is important but that in Latin, word endings help us understand meanings. Proper nouns in English and Latin have a capital letter. How do you tell which noun is the subject and which is the object in Latin? 	<ul style="list-style-type: none"> Recapping the concept of gendered nouns from book one but developing this to include neuter nouns. How to tell the difference between masculine and feminine nouns (in both their singular and plural forms). Translating sentences with adverbs and adjectives in masculine, feminine and neuter forms. 	<ul style="list-style-type: none"> Understanding the infinitive form of a verb. Identifying impersonal forms of verbs. Recapping subject and object. 	<ul style="list-style-type: none"> Understanding and translating sentences where some nouns have been replaced with personal pronouns. 	<ul style="list-style-type: none"> Impersonal verbs Ensuring that our translations use the correct English word order. Identifying infinitive forms of verbs. 	<ul style="list-style-type: none"> Practicing conjugation of verbs using verb endings already learned. Translating sentences using different word orders by identifying the endings of the subject/object appropriately.
Phonic knowledge	<ul style="list-style-type: none"> Letters in Latin make the same sounds as they do in English (mostly). The letter c always makes a hard sound. The letter v always makes the same sound as a w does in English. The letter j doesn't exist in Latin – It would always be "iu" The digraph "ae" in Latin makes the same vowel sound as "eye" or "igh" in English. Consolidation of Phonic Knowledge from LKS2 (Minimus Book 1). Learning to read fluently in Latin and apply the phonic skills developed thus far. 					
Key vocabulary*	Nouns: clamorem – noise pompa – parade praefectus – commander ancillae – slave girls	Nouns: bellum – war dea – goddess imperator – emperor iter – journey	Nouns: fossam (f) – ditch maritus (m) – husband plaustrum (n) – wagon avia (f) – grandmother	Nouns: amicus (m) – friend amphoris (f pl) – jars clavi (m pl) – nails ferrarius (m) – blacksmith	Nouns: dies (m pl) – days iuvenis (m) – young man phalerae (f pl) – medals proelium (n) – battle	Nouns: cibus (m) – food lectus (m) – couch pilleus (m) – cap of freedom

<p>*Macrons and other accents will be taught to children in UKS2, but they have been removed from all planning and skills progression documentation.</p>	<p>laridum – lard ligna – logs rogum – bonfire silices – flints silvam – forest</p> <p>Verbs: appropinquat – it approaches/is approaching audiunt – they hear/are hearing equitat – he rides/is riding incedunt – they march/are marching. colligate! – Collect! ardet – it burns/is burning currunt – they run/are running facimus – we do/are doing fundunt – they pour/are pouring iactant – they throw/are throwing nescio – I don't know. terunt – they rub/are rubbing truncant – they cut/are cutting</p> <p>Adjectives: agitati – excited laeti – happy omnes – all/everyone praecipuus – special calidum – hot</p> <p>Adverbs: tubito – suddenly tum – then</p> <p>Other: ecce! – Look! euge! – Hooray! vale! – Goodbye! cur? – Why? alii...alii... - Some... others... ita vero – yes rem explicat – Explains the situation hoc – this</p>	<p>mare – sea pontem – bridge</p> <p>Verbs: aaedificant – they build noli timere ! – Don't be afraid! superant – they win vado – I go</p> <p>Adjectives: notissimae – very famous pericolosum – dangerous sollicitus – worried</p> <p>Adverbs: ibi – there semper – always</p> <p>Conjunctions: quod – because quoque – also sed – but</p> <p>Other: scilicet – of course tam – so bellum gerit – he is fighting a war prope – near trans – across quid? – what? quis? – Who? ubi? – Where?</p>	<p>avus (m) – grandfather cibus (m) – food deae matres (f pl) – mother goddesses obstetrix (f) – Midwife pavo (m) – Peacock triclinium (n) – Dining room</p> <p>Pronouns: mihi – for me tibi – for you (singular) vobis – for you (plural) nobis – for us</p> <p>Verbs: accipiunt – they welcome adiuvate! – Help! adveniunt – they arrive advesperascit – It's becoming dark cavete! – Be careful! decidit – It falls down difficile est – It's difficult intrate! – Come in! necesse est – It's necessary pluit – it is raining sedet – It sits tonat – it thunders cantare – to sing descendere – to climb down propellere – to push adest – It is here consumunt – they eat ero – I will be inspiciunt – S/he inspects revenit – S/he returns sede! – Sit down! propinare – to propose a toast quiescere – to rest</p> <p>Adverbs: iterum – again lente – slowly tandem – at last celeriter – quickly cotidie – every day minime – no</p> <p>Adjectives: limosus/a/um – muddy lubricus/a/um – slippery perterritus/a/um – frightened tacitus/a/um – silent gravidus/a/um – pregnant or heavy modicus/a/um – ordinary</p> <p>Other: e – from plus vini – more wine quid agis? – What's the matter? vir optime – sir</p>	<p>figlina (f) – Pottery workshop figulus (m) – potter flumen (n) – river fornax (f) – forge frumentum (n) – grain horreum (n) – granary naves (f pl) – ships ollae (f pl) – pots paterae (f pl) – bowls vexilarius (m) – flag seller digitis (m pl) – fingers fabri (m pl) – workmen ligna (n pl) – wooden planks scarabaei (m pl) – beetles</p> <p>Adjectives: carus/a/um – expensive foedus/a/um – disgusting iucundus/a/um – lovely malus/a/um – bad milia – thousands</p> <p>Verbs: condere – to store delent – they destroy detrahunt – they remove laborant – they work noli tangere! – Don't touch! sistite! – Stop! veni! – Come! lavare – to wash tollere – to remove facile est nobis – It is easy for us</p> <p>Other: tu – you (sg) cum – with mecum – with me</p>	<p>sacellum (n) – chapel signifier (m) – Standard-bearer signum (n) – military standard stipendium (n) – pay (for soldiers) titulus (m) – Inscription Danuvius (m) – The river Danube dux (m) – leader epistula (f) – letter pons (m) – bridge saxum (n) – stone scriba (m) – Secretary</p> <p>Verbs: curat – He looks after custodit – he guards erat – He was volo – I want vis – You want facere – To make invenire – To find sculpere – to carve mihi placet – I want (It pleases me tibi licet – You are allowed legit – She reads pugno – I fight Pugnant – They fight tenet – she holds transit – It crosses laborare – to work portare – to carry ningit – It is snowing</p> <p>Adjectives: carissime – dearest paucos – a few tristis – sad tutus/a/um – safe</p> <p>Prepositions: post – after sub – under</p> <p>Adverbs: tam – so tamen – however</p>	<p>saturnalia (n pl) – Saturnalia (festival in December) anulus (m) – ring dona (n pl) – presents iocos (m pl) jokes pila (f) ball</p> <p>Verbs: adsunt – They are here detergit – He cleans up fundit – He pours gerit – She wears gustat – He tastes lacrimat – He cries profundit – He spills recumbit – She reclines accipit – He receives Invenire – To find</p> <p>Adjectives: benignus/a/um – kind pulcher/pulchra/pulchrum – beautiful</p> <p>Adverbs: hodie – today hilariter – cheerfully</p> <p>Pronouns: noster/nostri/nostrum – our tuus/tua/tuum – your</p>
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Overview of Planning for Year Six

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which scheme of work will be used?	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)	Minimus Secundus (Book 2)
Which unit or chapter will be used?	Chapter 7 Ianuarius: New Beginnings	Chapter 8 Februarius: Time for Some Greek	Chapter 9 Martius: Wonderful Days!	Chapter 10 Aprilis: Comings and Goings	Chapter 11 Maius: Timber into Stone	Chapter 12 Iunius: All Change for Pandora
Cultural Capital	<ul style="list-style-type: none"> How were children treated in ancient Rome? What was it like to have a baby in ancient Rome? Mythology/key literature – Romulus and Remus. Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> The relevance of the ancient Greek language during both Roman and modern times. An exploration of Roman seafaring. Why was Delphi a significant place for ancient Greeks and Romans? Mythology/key literature – Oceanus and Tethys Exploring the English cognates of Latin vocab taught in this chapter. 	<ul style="list-style-type: none"> What was it like to welcome within ancient Roman culture? Why were the Romans fascinated by hunting? Mythology/key literature – Oeneus and the hunt for the Calydoneian Boar. Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Exploring and debating the topic of slavery within the culture of ancient Rome. Mythology/key literature – The Beauty Contest (Hera, Athene, Aphrodite and the Golden Apple). Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> Construction and infrastructure in Eboracum. The significance of Latin inscriptions that can be found across Eboracum. Mythology/key literature – Odysseus and the Cyclops. Exploring the English cognates of the Latin vocabulary taught in this chapter. 	<ul style="list-style-type: none"> How and why were slaves freed within the ancient Roman culture? Debate and discussion around marriage and betrothal in the ancient Roman culture. Mythology/key literature – The marriage of Peleus and Thetis. Exploring English cognates of the Latin vocab taught in this chapter.
Grammatical knowledge	<ul style="list-style-type: none"> Translating sentences with impersonal and imperative verbs in the present tense. Translating sentences with negative forms of imperative verbs (e.g. Don't touch!). 	<ul style="list-style-type: none"> An introduction to the imperfect tense (regular verbs only). Translating simple sentences in the imperfect tense by identifying the endings <ul style="list-style-type: none"> -bam -bas -bat -bamus -batis -bant 	<ul style="list-style-type: none"> Translating sentences with the imperfect tense (regular verbs only) that also include other familiar grammatical concepts. Translating sentences that include different forms of the imperfect tense where there is more than one verb in a sentence. Comparisons of the present and imperfect tense with regular verbs and irregular verbs. The verb esse (to be) in the imperfect tense. Translating compound verbs in the imperfect tense. 	<ul style="list-style-type: none"> Understanding different parts of verbs – participles. Identifying participles in their masculine and feminine forms. Analysing the endings of participles and the nouns they are describing. 	<ul style="list-style-type: none"> Identifying and translating infinitives and imperatives independently. Discussion and independently finding different verb forms learned about so far. Gendered participles that behave like adjectives. 	<ul style="list-style-type: none"> Identifying the following grammatical forms learned about so far in the Minimus Secundus book: <ul style="list-style-type: none"> Personal pronouns Singular imperative verbs Plural imperative verbs Negative imperatives. Impersonal verbs. Infinitives Participles Compound verbs Imperfect tense.
Phonic Knowledge	<ul style="list-style-type: none"> Letters in Latin make the same sounds as they do in English (mostly). The letter c always makes a hard sound. The letter v always makes the same sound as a w does in English. The letter j doesn't exist in Latin – It would always be "iu" The digraph "ae" in Latin makes the same vowel sound as "eye" or "igh" in English. Consolidation of Phonic Knowledge from LKS2 (Minimus Book 1). Learning to read fluently in Latin and apply the phonic skills developed thus far. 					
Key vocabulary*	Nouns: aqua (f) – water filia (f) – daughter gemini (m pl) - twins infans (m or f) – baby	Nouns: Caledonia (f) – Scotland deis (m pl) – To the gods Grammaticus (m) – Teacher litterae (f pl) – letters	Nouns: amici (m pl) - friends bullas (f pl) – lockets cognati (m pl) – relations crepundia (n pl) - rattles/toys	Nouns: atrium (n) – hall condiciones (f pl) – terms/agreement ornatrix (f) – hairdresser	Nouns: aedificum (n) – building agrimensores (m pl) – surveyors cervesia (f) – Beer designation (f) – plan	Nouns: liberta (f) – Freedwoman squalor (m) – mess testes (m pl) – witnesses flabellum (n) – fan

<p>*Macrons and other accents will be taught to children in UKS2, but they have been removed from all planning and skills progression documentation.</p>	<p>sudarium (n) – towel avunculus (m) – uncle capra (f) – She goat cubiculum (m) – bedroom Lares (m pl) – The household gods stellas (f pl) – the stars terra (f) – ground</p> <p>Verbs: adiuva! – Help! advenit – He/she arrives dolet – He/she is in pain lavant – They wash mane! – Wait! adiuvare – to help arcessere – to call for timere – to be afraid erit – He/she will be involvit – He/She wraps up point – He puts tenet – he holds vagiunt – they wait</p> <p>Adjectives: alter/altera/alterum – another validus/a/um – strong fortis/fortis/forte – brave honestus/a/um – honourable/virtuous</p> <p>Other: huc illuc – here and there/up and down interea – Meanwhile hic/haec - this</p>	<p>nautae (m pl) – Sailors navis (f) – ship portus (m) – Harbour tabulae (f pl) – tablets tempestas (f) – storm annos (m pl) – years frondes (f pl) – leaves/herbs oraculum (n) – oracle Pythia (f) – Name of the priestess at Delphi responsa Apollonis – Apollo's answers sacerdos (f) – priestess tripode (m) - tripod</p> <p>Verbs: efflabat – It was blowing erat – It was habitas – You live iactabat – It was tossing navigabam – I was sailing orabam – I was praying pluebat – It was raining timebas – You were frightened volebam – I was wanting/I wanted donare – to give/donate gratis agree – to thank legere – to read consulebam – I was consulting discit – He learns mandebat – She was chewing proferebat – She was uttering sedebat – She was sitting scriber – to write necesse erit tibi – You will have to</p> <p>Adjectives: novis/nova/novum – new turbulentus/a/um – stormy ventosus/a/um – windy clarus/a/um - famous</p> <p>Adverbs: nuper – recently tandem – at last</p> <p>Others: has – these diu – for a long time praecipua – especially ante – before/ago</p>	<p>dies (m) – day dona (n pl) – presents gladius (m) – sword nomen (n) – name vila (f) - house aper (m) – boar canes (m pl) – dogs cervus (m) – deer domus (m) – home lepores (m pl) – hares perdices (m pl) – partridges retia (n pl) – nets segosi (m pl) – segosi (a breed of hunting dog) silva (f) – wood Silvanus (m) – God of hunting venabula (n pl) – hunting spears venatio (f) – hunt vertragi (m pl) – vertragi (another breed of hunting dog)</p> <p>Verbs: amo – I love dabant – They were giving eras – You (sg) were ero – I will be gerebant – They were wearing reveniebant – They were returning spargebat – He was sprinkling tenebat – He was holding veniebant – They were coming dare – to give aderam – I was there discedebant – They were leaving faciebas – You were doing olfaciebant – They were sniffing/smelling petebant – They were searching for portabam – I was carrying ululabant – They were howling cura! – Take care of!</p> <p>Adjectives: aenus/a/um – made of bronze duo/duae/duo – two ligneus/a/um – made of wood lustricus/a/um – of purification meus/a/um - my octavus/a/um - eighth</p> <p>Adverbs: fortasse – perhaps olim – at some time postridie – On the next day. calerrime – very quickly frustra – in vain</p> <p>Other: hic – these nobiscum – with us</p>	<p>catenis (f pl) – chains edicta (n pl) – placards mercatus (m) – market pretium (n) – price tribunal (n) – platform venalicius (m) – slave-dealer vita (f) - life</p> <p>Verbs: festinate – he hurries quaerit – He looks for para! – Prepare! quaere! – Look for! placetne tibi? – Does it please you? Is it ok with you? emere – to buy ducta – led empta – bought iussus – ordered missus – sent vocatus – called constituunt – They agree debemus – we must gerunt – they wear redeunt – they return scit – She knows positas – positioned/placed tradita – handed over vinctos – tied up</p> <p>Adjectives: carus/a/um – expensive ducentos – two hundred miser/a/um – unhappy solutus/a/um – alone/lonely hispanicus/a/um – Spanish melior – better novus/nova/um - new</p> <p>Other: igitur – therefore a domino – by his master quam celerrime – As quickly as possible quanti est? – How much is she? ehem! – Aha! santis! – Enough! timide – timidly/nervously</p>	<p>groma (f) – groma (surveying instrument) lapicidinae (f pl) – quarry operarii (m pl) – labourers principa (n pl) – headquarters saccarii (m pl) – dockers terra (f) – ground Brigantes (m pl) – members of a British tribe castellum (n) – fortress descriptio (f) – drawing fragor (m) – crash loco (m) – place polyspaston (n) – crane porta (f) - gate</p> <p>Verbs: cessant – They stop complainant – They level confirmant – They check designamus – we design incipient – they begin inspiciunt – they inspect sculpunt – they carve tollunt – they lift iussi – ordered secta – cut tracta – dragged habent – they have omittunt – they drop servat – he saves stant – they stand tollunt – they lift deletum – destroyed percussus – struck pictam – drawn cavete! – Watch out!</p> <p>Adjectives: ignavus/a/um – lazy invitus/a/um – unwilling attonitus/a/um – astonished ingens – huge lapidus/a/um – made of stone ligneus/a/um – made of wood mirabile – amazing proprio – correct vivus/a/um - alive</p> <p>Adverbs: paene - almost</p>	<p>sponsa (f) – fiancée sponsus (m) – fiancée uxor (f) - wife</p> <p>Verbs: adiuvant – They help edunt – They eat eris - you (sg) will be important – She carries in esse – to be liberare – To set free/liberate facta – made celebremus – Let us celebrate! Let's party! erubescit – she blushes point – She puts tradit – He/she hands over</p> <p>Adverbs: ubique – everywhere statim - immediately</p>
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