

# Overview of Planning for Year Four

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

- 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  
 deponet – 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