

Objectives

Year 5

Year 6

How we achieve these

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Minimus Book 1</u> Chapter 1 Meet the Family</p>	<p><u>Minimus Book 1</u> Chapter 2 Food, Glorious Food</p>	<p><u>Minimus Book 1</u> Chapter 3 Work, Work, Work</p>	<p><u>Minimus Book 1</u> Chapter 4 The Best Day of Your Life</p>	<p><u>Minimus Book 1</u> Chapter 5 Romans & Britons</p>	<p><u>Minimus Book 1</u> Chapter 6 Off to Town</p>
<p>NC Reference</p> <ul style="list-style-type: none"> -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 -appreciate stories, songs, poems and rhymes in the language -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. 		<p>NC Reference</p> <ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding -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. -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -appreciate stories, songs, poems and rhymes in the language -write phrases from memory -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. 		<p>NC Reference</p> <ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding -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 -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -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. 	

<u>Skills</u>		<u>Skills</u>		<u>Skills</u>	
<p>Listening –</p> <ul style="list-style-type: none"> x Understand simple questions in Latin x Understand simple instructions in Latin <p>Responding –</p> <ul style="list-style-type: none"> x Respond orally to simple questions In Latin x Respond physically to simple instructions x Read short passages and answer questions on what they have read. x understand that ‘v’ in Latin is pronounced ‘w’ in English x begin to understand the gender of nouns and adjectives x Translation of simple Latin sentences x Use wordlists accompanying textbook stories. 		<p>Listening –</p> <ul style="list-style-type: none"> x Understand more complex questions in Latin <p>Responding –</p> <ul style="list-style-type: none"> x Respond orally using simple Latin sentences of five or more words. x Developed pronunciation. x Read short passages and answer questions on what they have read. x Translation of simple Latin sentences x Linking Latin words, where possible, with English x Use wordlists accompanying textbook stories. x Have confidence in understanding Latin, infinitives (regular) end –re. In English, we add ‘to’ before the meaning of the verb e.g. audire – to hear, facere – to do, ponere – to put <p>Verb to be in present tense</p> <p>sum – I am es - you are (s.) est – he/she/it is sumus – we are estis – you are (pl.) sunt – they are</p> <ul style="list-style-type: none"> x Adjectival agreement for masculine, feminine and neuter noun 		<ul style="list-style-type: none"> x Describe a person, place, thing or action using at least three descriptive sentences x Make a simple statement which describes a place, person, thing or action x Read short passages and answer questions on what they have read. x Understand a short passage made up of familiar words and basic phrases. x Write sentences using a model, adapting and changing the vocabulary. x Translating simple text from Latin to English x Translation of simple Latin sentences x Linking Latin words, where possible, with English x Use wordlists accompanying textbook stories. x Communicate simple ideas using short sentences 	
Vocabulary sum – I am, es – you are, sumus – we are, estis – you are, sedate! – sit, salve – hello, salvete – hello	Vocabulary eheu! – oh dear! euge! - horray! villa – house, sordida – dirty, hortus – garden, squalidus – messy, tunica – dress,	Vocabulary scribo – I write, scribit – he writes, coquo – I cook, spectat – he watches, specto – I watch, purgo – I clean,	Vocabulary doctet – teaches, laetus – happy, iratus – angry, cur? – why? fatigata - bored	Vocabulary celeriter – quickly, ferociter – fiercely, diligenter – carefully, ludo – I play, equito – I ride, vilae – streets,	Vocabulary vado – I am going, Eboracum – to York, ibi – there, arma – weapons, ludi – games, pilulae – beads, variae – colourful,

UKS2 Latin Progression

<p>(to many), omnes – everyone, quis es? – who are you? (to one person), quis estis? – who are you? (to more than one person), mater – mother, pater – father, filia – daughter, filius – son, infans – little child, servi - slaves</p>	<p>fessi – tired, miles - soldier</p>	<p>lego – I read, nunc – now, verro – I am sweeping, ancilla – slave girl, intro – I enter, laboro - I work, rideo – I smile, sedeo – I sit, novus/nova - new</p>		<p>villae – houses, ita vero – yes, nobiscum – with us</p>	<p>stili – pens, habitat – he lives, amicus – friend</p>
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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Minimus Book 1</u> Chapter 7 The Military Machine</p>	<p><u>Minimus Book 1</u> Chapter 8 Clean and Healthy</p>	<p><u>Minimus Book 1</u> Chapter 9 A Soldier's Life</p>	<p><u>Minimus Book 1</u> Chapter 10 How Beautiful!</p>	<p><u>Minimus Book 1</u> Chapter 11 A Sad Day</p>	<p><u>Minimus Book 1</u> Chapter 12 Gods! Hear our prayers!</p>
<p>NC Reference</p> <ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding. -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 -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 -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases -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. 		<p>NC Reference</p> <ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding. -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 -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 - continue to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases -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. 		<p>NC Reference</p> <ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding. -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 -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 -present ideas and information orally to a range of audiences -use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases -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 	

UKS2 Latin Progression

				sentences; and how these differ from or are similar to English.	
<p>Skills</p> <p>x show a deeper understanding of Latin Grammar and English Grammar – similarities and differences.</p> <p>x Present tense (regular) verb endings</p> <p>In English, it is the agent (e.g. I, you, he/she/it, we, you (pl.)/they) which changes. In Latin, it is the verb ending (e.g. -m/-o, -s, -t, -mus, -tis, -nt).</p> <p>x accusative singular noun ending -m</p> <p>x Imperative verb endings</p> <p>e.g. -a, -ate!; -e, -ete!; -i, -ite!</p> <p>English does not differentiate between commands to one person or to a group of people.</p> <p>x You singular and plural</p>	<p>Skills</p> <p>x Communicate more complex ideas using conjunctions</p> <p>x Describe a person, place, thing or action using at least three descriptive sentences</p> <p>x Read short passages and answer questions on what they have read.</p> <p>x Understand a short passage made up of unfamiliar words and basic phrases.</p> <p>x Begin to write sentences from memory, adapting and changing the vocabulary.</p> <p>x Translating text from Latin to English</p> <p>x Translation of Latin sentences using familiar words</p> <p>x Linking Latin words with English.</p> <p>x Communicate simple ideas using short sentences</p>	<p>Skills</p> <p>x Communicate more complex ideas using conjunctions</p> <p>x Describe a person, place, thing or action using at least three descriptive sentences</p> <p>x Read short passages and answer questions on what they have read.</p> <p>x Understand a short passage made up of unfamiliar words and basic phrases.</p> <p>x Begin to write sentences from memory, adapting and changing the vocabulary.</p> <p>x Translating text from Latin to English</p> <p>x Translation of Latin sentences using familiar words</p> <p>x Linking Latin words with English.</p> <p>x Communicate simple ideas using short sentences</p> <p>x use Latin grammar confidently and accurately.</p>			
<p>Vocabulary</p> <p>Consumite! – eat, cantate! – sing, dormite! – sleep, saltate! – dance, natate! – swim, salite! – jump, pingite - paint</p>	<p>Vocabulary</p> <p>Discumbe – lie down, oculous aperi – open your eyes, imponere – put it on</p>	<p>Vocabulary</p> <p>Latin roots: sub, circum, pro</p>	<p>Vocabulary</p> <p>Quod – because, sed – but, quamquam – although, aurum – gold, argentum – silver, plumbum – lead, stannum – tin, cuprum – copper, ferrum – iron</p>	<p>Vocabulary</p> <p>Recapping of all words</p>	<p>Vocabulary</p> <p>Recapping of all words</p>