Morley Primary School - Latin Small Step Progression

In addition to the 32 week progression: Class 2 to teach numbers 1-15. Class 3 to teach number 1-1000. Both classes to link to Roman Numerals. Apply real-life products, places and shops where suitable. Class 3 to apply learning to Harry Potter Spells and Derby-related memorials to identify key words.

Teachers to not see this plan as a lesson-by-lesson structure as some lessons will require being delivered or split over multiple lessons. Both classes to start all lessons with significant recap of previous learning.

Lesson	Key Small-Step Focus
1 – Introduction. Page 2	I know that Latin is the Roman language and that 70% of our language originates from Latin. I know etymology means the history of the word. I know Latin words for the Vindolanda family: mater, pater, fila, filius, infans, servi I can say *who are you 'quis es' and* my name is – *Mr Taylor sum* I know feminine nouns ends 'a' masculine names end 'us'
2 – Conversational Language. Page 6	I know some conversational language: sed, quid, sedete, habeo, omnes, I know singular 'salve' and plural ' salvete' Etymology: donum (present) and sedete (sit) Pronunciation or c and v
3 – Noun/Adjectives Page 8	I can identify adjectives and know the noun/adjective order villa sordida Identify masculine and feminine nouns Adjectives: sordida, fessi, squalidus Nouns: tunica, villa, miles, hortus Etymology: hortus, sordida, squalidus
4 – Nouns/Adjectives for animals Page 10	Identify nouns for animals and be able to classify as masculine/feminine. Adjectives: parva, maxima, improbus. Benignus, magnus Recap on noun/adjective order. Etymology: vespa, porcus, benignus, magnus – extend to pork, equestrian, maximum and minimal

5 – Colours	Introduce children to range of colours with both masculine and feminine
6 – Application of language. Page 12	I am able to begin to apply my Latin knowledge to a cartoon script. Etymology: caseus – link to Spanish. Cubiculum (bedroom), optime New language: pavo,
7 – Verb ending. Page 15	Introduction to verb endings to determine who is doing the action: endings s, o, it, at, Etymology: scribo, purgo, laborant
8– Verb ending. Page 18	Identify and understand verb endings for I (o) and you (is)
9-	Recap and Assessment
10 – Verb endings. Page 21	Understand verb endings for: he/she, they, he, you Etymology: lego, docet, fatigata, iratus
11- Verb endings, Page 26	Recap on verb endings for: I, you, he/she, you, they and introduce 'we (mus) Etymology: dormio
12 – Adverbs. Page 27	I know Latin adverbs end in 'ter' and that English end in 'ly'. ***Not all Latin adverbs end in 'ter' just like all English adverbs do not end in 'ly' – teach as a general rule.*** I can identify adverbs for: celeriter, diligenter, ferociter Etymology: equito, celeriter, pugno
13- Page 31	Identify language: tesserae, ita vero, directae, commodae, nobiscum. Etymology: directae and tessarae
14/15 – Consolidation of grammar. Page 33	Translate new language based on prior knowledge eg Ludi optimi New language: vado, Eboracum, ibi, arma, pilulae, variae Develop adjectives: acutus, fractus, obesus, dura Etymology: arma, pilulae, amicus (link to Spanish) Explore 'dura' link to durable, duration and why battery is called Duracell Optima (the very best long lasting)
16- Application of acquired knowledge. Page 37	Application of language: pilulae, stili et cerae, ludus, capillamentum, gladius, ampulla,

17 -	Recap and Assessment
18-Introduction to imperatives Page 40	Introduction to imperative verbs as commands – command in Latin 'imperatae': cave, siste, relinque, ecce Extend noun understanding for the military: galea, gladius, pilum, scutum, lorica, pugio Etymology: galea, gladius, siste
19 – Imperatives page 42	Imperatives: audite, sumite, portate, procedite Explore etymology of these words and link to imperatives in English – Also explore etymology of 'facite'
20 - Application of acquired knowledge	Application of language and introduction of language around Roman baths: tepidarium, frigidarium, apodyterium, caldarium Etymology: hilariter, laetae, summergunt
21 – Imperatives and nouns for body parts p50	Understand imperatives for: discumbe, oculos aperis, consume, venite, impone Begin to introduce children to nouns for body parts in Latin: arm, neck, back, fingers, stomach, feet, eyes Etymology: oculus, digitis, pedes, veter, bracchium, collum
22 – Recap and consolidation	Recap and consolidation of nouns and imperatives
23- Prepositions – page 52	Understand prepositions for: near, round, under, super, in, pro, to away from, Etymology: submarine, circumnavigate, propeller Understand military nouns for – signifier, vexillifer, conrnicen, centurio
24 – Recap Prepositions – page 52	Further consolidate prepositional language understanding for prepositions
25 – Conjunctions. Page 59-60	Use and identify conjunction language for: because, but, and although. Identify as coordinating or subordinating Further develop language and recap on previous: capilli, aures, gemmae, unguentum, diu Verba, Etymology: verba (verbose – too wordy)
26 – page 61 Conjunctions	Further develop application of conjunctions in sentences – use and identify. Develop language: anulus, pretious, aureus, amartorius – focus on etymology

27 – link to science	Explore periodic table and explore chemical symbols: Au, Ag, Pb, Sn Cu, Fe for: gold, silver. Lead, tin, copper, iron
28-29 – Concept of subject and object. Page 65-67	Introduce SVO order *Condidus epistulam accipit*. Etymology: aotua, epistles, accipit
Page 67-68 – Recap and apply subject and object. Develop new language.	Recap on language associated with funerals: coronam (wreath), lucernam (lamp), titulum (inscription), sculpit (he carves), ollam (pot), deponent (they put down). Sepulcrum (tomb), point (places). Identify S/O with context of new language.
Page 71-73 Develop adjective understanding and identification and knowledge of singular and plural.	Develop adjective knowledge and group singular/plural adjectives. Identify -t or -nt endings of adjectives. Understand use of exclamation mark in Latin for commands. Understand -te endings
Page 74-75 Full Latin sentence and translate	Develop character and action understanding – write full sentence in Latin and translate
30-32 Revision	Revise and recap previous learning and apply to new contexts
	Recap and Assessment
BOOK 2	
Page 6-7 Verb identification	Translate page 6 and 7 with only a few new words in introduce: pompa , appropinquate, alii, incedunt, clamorem. Etymology focus of clamorem – English word clamour. Voco for call – vocal. Recap on 6 different verb endings and apply to language in these chapters.