

# Holy Cross Catholic Primary School

## Latin MTP



Latin Medium Term Plan	Chapters 1 - 3
<p><b>Prior Learning (1<sup>st</sup> year through KS2 assembly)</b>  <b>Children will know/understand:</b></p> <ul style="list-style-type: none"> <li>• nearly 2000 years ago, Britain was conquered by the Romans</li> <li>• the Roman family we learning about lived in the North of Britain at Vindolanda</li> <li>• the Romans spoke Latin and brought it to Britain</li> <li>• Latin is still used today</li> <li>• there are no silent letters in Latin</li> <li>• there was no letter J, hence Iulius is Youlius</li> <li>• the letter v was a w so the cat is Wibrissa</li> <li>• Romans stress both letters in a double consonant Vibrissa (hiss)</li> <li>• letter c is always hard, as in cat</li> <li>• the names of the family members</li> </ul>	<p><b>Later Learning</b>  <b>Children will know/understand:</b></p>
<p><b>Unit End Points</b>  <b>Children will:</b></p>	

### Chapter One – Meet the Family

<p><b>Key vocabulary</b>            quis es? Who are you? (said to one person)            qui estis? Who are you? (said to more than one person)            mater mother            pater father            filia daughter            filius son            infans little child</p>	<p><b>Key vocabulary</b>            salve! hello (one person)            salvete hello (more than one person)            omnes everyone            exapectatissimus very welcome            donum a present            tibi for you            habeo I have</p>	<p><b>Key vocabulary</b>            Medusa            Perseus</p>
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<p>Vindolanda sum I am es you are (one person) sumus we are estis you are (more than one person)</p>	<p>felix dies tibi sit! Happy Birthday gratias tibi ago I thank you quam pulcher how beautiful quid? what? famosa famous sedete sit down! Olim once upon a time</p>	
<p><b><u>Week 1</u></b></p> <p><b><u>QFL</u></b> Can I introduce myself and greet another?</p> <p><b>Knowledge Goals</b> In Latin boys' names end with -us In Latin girls' names end with -a Minimus is a mouse Lepidina is the mother Flavius is the father Flavia is the daughter Iulius is the son Rufus is the young child Candidus &amp; Corinthus are slaves They all live at Vindolanda Vibrissa is the cat</p> <p><b>Resources</b> Pupil Book (PB) – p 2/4 Sound file – Meet The Family 0 – 1.00</p> <p><b>Activity</b> – p4 PB grasp the grammar 1 &amp; 2</p>	<p><b><u>Week 2</u></b></p> <p><b><u>QFL</u></b> Can I use the pictures and Latin words to explain what happened at the party?</p> <p><b>Knowledge Goals</b> Latin roots maternal (from mater) means 'motherly'. service (from servi, 'slaves') e.g. service stations pater noster means 'Our Father' – the Lord's Prayer infantile (from infans) means 'childish' feline (from feles) means 'cat-like'</p> <p><b>Resources</b> Pupil Book – p 5/6 Sound file – Meet The Family 1.00 – 1.45</p> <p><b>Activity</b> – translate the party comic strip into English.</p>	<p><b><u>Week 3</u></b></p> <p><b><u>QFL</u></b> Can I retell the story of Perseus and Medusa as an acrostic poem?</p> <p><b>Knowledge Goals</b> The story of Perseus and Medusa was very popular among the Romans. The word 'petrify' means literally to make into stone. In the New Testament Jesus said he would make Peter the rock (petrus) of his church.</p> <p><b>Activity/Resources</b> Pupil Book – p 7</p> <p><b>Activity</b> – write an acrostic poem that shows an understanding of the character of Perseus or Medusa.</p>

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### Chapter Two – Food, glorious food!

<p><b>Key vocabulary</b>          eheu! oh dear!          villa house          sordida dirty          hortus garden          squalidus messy          tunica dress          fessi tired          euge! hooray!          miles soldier          servi slave</p>	<p>vespa wasp          parva/parvus small          balaena whale          maxima very big          cuniculus rabbit          improba/improbis naughty          delphinus dolphin          benignus friendly          magnus big          porcus pig          equus horse</p>	<p><b>Key vocabulary</b>          vir optime sir          caseus cheese          surge! get up          nunc now          noli tangere don't touch          omnes silent everyone is          silent          cibus food          sede sit</p>	<p>redi go back          cubiculum bedroom          noli lacrimare don't cry          scilicet of course          rident smiles          praecipue especially</p>	<p><b>Key vocabulary</b>          Dedalus          Icarus</p>
<p><b>Week 4</b></p> <p><b>QFL</b>          Can I recognise whether nouns are masculine or feminine by looking at their ending?</p> <p><b>Knowledge Goals</b>          Nouns which end in -us are masculine          Nouns which end in -a are feminine          Words that describe nouns are called adjectives</p> <p><b>Resources</b>          Pupil Book (PB) – p 8-10          Sound file – Food, glorious food! 0 – 1.10</p> <p><b>Activity</b> – p9/10 PB grasp the grammar 1 &amp; 2</p>	<p><b>Week 5</b></p> <p><b>QFL</b>          Can I find out what food was eaten by the Romans?</p> <p><b>Knowledge Goals</b>          Latin roots          What food would the Romas have eaten.</p> <p><b>Resources</b>          Pupil Book (PB) – p 11-13          Sound file – Food, glorious food! 1.10 – 2.30</p> <p><b>Activity</b> – p11 Latin roots          Research what food the Romans would have eaten.</p>	<p><b>Week 6</b></p> <p><b>QFL</b>          Can I create a comic strip to retell the story of Daedalus and Icarus?</p> <p><b>Knowledge Goals</b>          The story of Daedalus and Icarus was very popular among the Romans.          Understand the moral of the story</p> <p><b>Resources</b>          Pupil Book (PB) – p 14</p> <p><b>Activity</b> – comic strip retelling the story</p>		

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### Chapter Three – Work, work, work

<p><b>Key vocabulary</b>          facis you are doing          scribe I am writing          scribit he is writing          spectat he is watching          purgo I am cleaning          purgat he is cleaning          lego I am reading          legit he is reading</p>	<p>verro I am sweeping          subito suddenly          ancilla slave girl          intrat she is entering          nova new          nunc now          laborant they are working          rident they are smiling</p>	<p><b>Key vocabulary</b>          quod because          minime! no          legis you read          coquis you cook          validus strong          semper always</p>	<p><b>Key vocabulary</b>          Pandora          hope</p>
<p><b>Week 7</b></p> <p><b>QFL</b>          Can I recognise that we use verbs to talk about actions in Latin?</p> <p><b>Knowledge Goals</b>          If a verb ends in O, then I (first person)          If a verb ends in -t, then he or she is doing the action          If a verb ends in -nt, then they are doing the action          In Latin you don't need to use a separate word for I or he or they. The ending of the verb tells us who is doing the action.</p> <p><b>Resources</b>          Pupil Book (PB) – p15/16          Sound file – Work, work, work 0 - 1.05</p> <p><b>Activity</b> – p16 PB grasp the grammar 1, 2 &amp; 3</p>	<p><b>Week 8</b></p> <p><b>QFL</b>          Can I find out about the lives of slaves in Roman times?</p> <p><b>Knowledge Goals</b>          Slavery was an accepted part of life in the ancient world.          People became slaves through war, being sold or born into slavery.          No welfare state so for some, better than starvation.          Quality of life for house slaves as opposed to those in mines or ships.          How Corinthus and Candidus became slaves</p> <p><b>Resources</b>          Pupil Book – p 17/18          Sound file – Work, work, work 1.05 to 2.00</p> <p><b>Activity</b> – Using what they have learnt write a comparison between Corinthus and Candidus (could be a table)</p>	<p><b>Week 9</b></p> <p><b>QFL</b>          Can I relate the story of Pandora's box to what is happening in the World today?</p> <p><b>Knowledge Goals</b>          To show an understanding of hope in today's society.</p> <p><b>Activity/Resources</b>          Pupil Book – p 19</p> <p><b>Activity</b> – After reading the story of Pandora's box, discuss the evils in the world today (war, hunger, pollution, etc) and find examples from the news. Choose one to talk about in detail. Write a prayer of hope.</p>	

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