

MFL Medium Term Plan

Year 3

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Links to prior learning:</b> (English) Noun, verb, subject, object Flashback four example: Identify the subject in the sentence below.</p> <p><b>Key Concept – The origins of Language</b></p> <p><b>Curricular Goal:</b> To be able to match the English words to the Latin ancestors</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand the diverse origins of the English Modern Language.</li> <li>To know the roots of Ancient English</li> <li>To understand Ancient Greek and Roman influences on our life today.</li> <li>To see how Latin roots are used to name modern products and to invent and name a product of their own.</li> <li>To understand how English creates meaning through word order and how Latin is different.</li> <li>To make a mini dictionary and to use our Latin vocabulary knowledge to read and illustrate the Myth of Achilles</li> <li>To recap what we have learnt in Unit 1</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) A lot of the English language has its roots in Latin, thanks to Norman French taking over England in 1066. English words that have a Latin root will have a connection both with the word's meaning and the letters used to spell it. Modern inventors, creators and authors still use Latin and Greek words for their ideas and characters. We also get some English words from the Ancient Greek language. English uses word order to create meaning, but Latin uses word ending.</p> <p><b>Disciplinary Knowledge</b> Match English words to their Latin ancestors. Translate Latin mottos to their English equivalent. Combine Latin words. Recognise some Latin words from their roots.</p> <p><b>Key Vocabulary</b> noun, verb, subject, object femina – woman victoria – victory aqua – water magnus – big vacca – cow</p>	<p><b>Links to prior learning:</b> Verb (Latin), pronoun (English), person (English) Flashback four example: Translate the underlined Latin verb below. What English root words did you use to help you?</p> <p><b>Key Concept – Present tense verbs</b></p> <p><b>Curricular Goal:</b> To be able to match the Latin word to the English meaning</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>2.1 To understand what a verb is?</li> <li>2.2 To see how Latin shows who is doing the verb by using codes</li> <li>2.3 To rehearse Latin verb endings and translate various Latin verbs</li> <li>2.4 To understand the meaning or Greek roots in English compound words and use them to make our own monsters</li> <li>2.5 To rehearse Latin verb endings and translate various Latin verbs</li> <li>2.6 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Orpheus</li> <li>2.7 To recap what we have learnt in Unit 2</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) Latin verbs use endings to show who is doing the action of the verb. The beginning of a Latin verb tells us what is happening.</p> <p><b>Disciplinary Knowledge</b> Read Latin sentences with verbs in. Recognise some Latin words from their roots. Combine Latin words. Unjumble Latin endings.</p> <p><b>Key Vocabulary</b> Verb, pronoun, person videre – to see amare – to love cantare – to sing habitare – to live ridere – to laugh laborare – to work</p>	<p><b>Links to prior learning:</b> Verbs (Latin), adverbs (English), Sentence order (Latin), root words (Latin) Flashback example: Rearrange this sentence to make it correct, following the Latin sentence order rules.</p> <p><b>Key Concept – Verbs and adverbs</b></p> <p><b>Curricular Goal:</b> To be able to find the Latin roots for English words</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>3.1 To rehearse Latin verb endings and translate various Latin verbs</li> <li>3.2 To make our own Roman mosaic of our name</li> <li>3.3 To understand the role of adverbs in English and Latin</li> <li>3.4 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Midas</li> <li>3.5 To recap what we have learnt in Unit 3</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) Adverbs describe verbs and make them more interesting. Latin also uses adverbs and they tend to end in –e or –ter.</p> <p><b>Disciplinary Knowledge</b> Know Latin verb endings. Make name out of mosaic. Translate adverbs and verbs from Latin to English.</p> <p><b>Key Vocabulary</b> curare – to look after irate – angrily male – badly dare – to give facile – easy optime – excellently laete – happily celeriter – quickly</p>	<p><b>Links to prior learning:</b> Subject (English), verbs (Latin, adverbs (Latin), sentence order (Latin), singular, plural (English) Flashback example: Identify the verbs in the sentence below (Latin)</p> <p><b>Key Concept – Subject and object nouns</b></p> <p><b>Curricular Goal:</b> To be able to identify the subject and the object</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>4.1 To revisit the noun word class and to sort nouns by gender</li> <li>4.2 To revisit the ideas of subject and object nouns</li> <li>4.2a To make and play an authentic Roman board game</li> <li>4.3 To extend our knowledge of Latin nouns that end in ‘-a’</li> <li>4.3a To discover what made the Roman army so effective and to make a mini onager</li> <li>4.5 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Boudica</li> <li>4.6 To recap what we have learnt in Unit 4</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) Latin uses different noun endings to show subject and object. Latin nouns can be split into nouns ending in -a and nouns ending in -us. Latin also uses different noun endings to show singular (just one) and plural (more than one)</p> <p><b>Disciplinary Knowledge</b> Translate nouns and adverbs. To use Latin object word endings. Make and play a Roman game. Read Latin sentences using subject and object. Learn about the Roma army. Illustrate the history of Boudicca.</p> <p><b>Key Vocabulary</b> maga – witch rota – wheel equus – horse magnus – wizard digitus – finger villa – house ventus – wind stella- star regina – queen medicus – doctor porcus – pig gladius – sword sonus – sound</p>
Year 4			
Unit 5	Unit 6	Unit 7	Unit 8
<b>Links to prior learning:</b>	<b>Links to prior learning:</b>	<b>Links to prior learning:</b>	<b>Links to prior learning:</b>

<p><i>Subject (Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular, plural (Latin)</i> Flashback four example: Underline the subject in the sentence below (Latin)</p> <p><b>Key Concept – Simple sentences in Latin</b> <b>Curricular Goal:</b> To be able to translate a simple sentence in Latin</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>5.1 To learn the verb-subject-object approach to translation</li> <li>5.2 To rehearse the verb-subject-object approach to translation</li> <li>5.3 To further practice the verb-subject-object approach to translation</li> <li>5.4 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the story of the Town Mouse and the Country Mouse</li> <li>5.5 to recap and demonstrate what we've learned in Unit 5</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember)</p> <p>When translating a Latin sentence, first find and translate the verb. Next, find and translate any noun that's a subject. If you can't find one, use the pronoun shown by the end of the verb. It's usually (but not always) at the end of a Latin sentence. The verb will tell you who is doing the action and how many people are doing it, as well as what the action is. Then, find and translate any noun that's an object. There may not be one. Finally, translate any words left (e.g. adverbs) and add them into your sentence.</p> <p><b>Disciplinary Knowledge</b> <u>Read Latin sentences. Translate a short story.</u></p> <p><b>Key Vocabulary</b> taberna – shop consumere – to eat /drink hortus – garden audire – to hear salutare – to greet numerare – to count</p>	<p><i>Root words (Latin), Roman numerals, verbs (Latin)</i> Flashback four example: The Latin word for 2 is duo. What English root words could you use to help you remember this?</p> <p><b>Key Concept – Numerals &amp; To be</b> <b>Curricular Goal:</b> To be able to match the Latin word to the number To be able to sort and match the verb to be</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>6.1 To revisit and practice the grammar and vocabulary we've learned so far</li> <li>6.2 To learn about Latin number words</li> <li>6.3 To read, translate and use the Latin verb 'to be'</li> <li>6.4 To further read, translate and use the Latin verb 'to be'</li> <li>6.5 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Hercules</li> <li>6.6 to recap and demonstrate what we've learned in Unit 6</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember)</p> <p>Latin and Greek numbers give us a lot of English words. The verb 'to be' in Latin is a bit strange but shares many of its endings with o-s-t verbs.</p> <p><b>Disciplinary Knowledge</b> Read quick fire sentences in Latin. Use speech bubbles to use the verb to be. <u>Translate words and numbers.</u></p> <p><b>Key Vocabulary</b> unus -1 duo – 2 tres – 3 quattuor – 4 quique -5 sex- 7 septem – 7 octo -8 novem -9 decem -10 centum -100 mille -1000 et -&amp; ita vero –yes minime -no</p>	<p><i>Subject (Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular, plural (Latin), adjective (English)</i> Flashback four example: What does the verb ending –o tell us about the verb?</p> <p><b>Key Concept – Adjectives and agreements</b> <b>Curricular Goal:</b> To be able to find the verb and translate the sentence</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>7.1 To use adjectives in describing ourselves in Latin</li> <li>7.2 To listen to and translate descriptions of our classmates</li> <li>7.2a To learn about the Latin binomial classification system</li> <li>7.3 To see how Latin matches adjectives with the nouns being described</li> <li>7.3a To encounter stories from Homer's Iliad and Odyssey and to make a card game based on the characters in these stories</li> <li>7.4 To see how Latin matches adjectives with the nouns being described depending on whether the nouns are singular or plural</li> <li>7.5 To see how Latin matches adjectives with the nouns being described depending on whether the nouns are subject or object</li> <li>7.6 To practice matching and translating Latin adjectives</li> <li>7.7 to recap and demonstrate what we've learned in Unit 7</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember)</p> <p><u>Know whether the noun is feminine (ends in 'a') or masculine (ends in 'us'), singular or plural, subject or object.</u> Latin adjectives have to match the noun they're describing in three ways. Key language ideas and grammar mihi nomen est ..... in in frigidus/frigida cold primus/prima first mirus/mira amazing secundus/secunda second terus/terra third iratus/irata angry malus/mala bad facere to make/do dormire to sleep currere to run scribere to write quis who quid what bonus/bona good legere to read You can tell someone what your name is in Latin</p> <p><b>Disciplinary Knowledge</b> Write quick fire sentences in Latin .Play Guess Who game in Latin. Explain where some English roots words came from. <u>To know what the Latin binominal system is.</u> Make a card game on a Latin story. Adjective – noun matching.</p> <p><b>Key Vocabulary</b> currere – to run facere – to make /do habere – to have in – in quis – who quid – what scribere – to write bonus /bona – good iratus /irata- angry malus/ mala – bad fridigus / fridiga – cold mirus /mira – amazing sordidus/ sordida primus /prima – first secundus /secunda – second tertius/tertia –third</p>	<p><i>Prepositions (English), Subject (Latin) , verbs (Latin), adverbs (Latin), sentence order (Latin), singular , plural (Latin), adjective (Latin)</i> Flashback four example: Identify the adjective in the sentence. Explain how you knew it was the adjective.</p> <p><b>Key Concept – Prepositions</b> <b>Curricular Goal:</b> To be able to translate the prepositions</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>8.1 To use new vocabulary to recap the grammar we've learned so far</li> <li>8.2 To learn some Latin prepositions and see how they're used in sentences</li> <li>8.3 To discover Latin preposition roots in English and use them as a key to understand English words</li> <li>8.4 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Hannibal</li> <li>8.5 To recap and demonstrate what we've learned in Unit 8</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember)</p> <p>Latin prepositions don't change their endings but they can affect the endings of the noun that follows them. Prepositions tell us time. Describe what the weather is doing today in Latin.</p> <p><b>Disciplinary Knowledge</b> <u>Translate Latin words. Use Latin prepositions. Use Latin root words to recognise English words.</u> Read and illustrate a Latin story.</p> <p><b>Key Vocabulary</b> stare – to stand manere – to stay deus – goddess ducere – to lead insula – island dicere – to say totus / tota – all / whole campus – field super – above / over in – in sub – under e/ex – out /out of per – through trans – across ante – before post after circum – around ad - to</p>	
<b>Year 5</b>				
<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 11</b>	<b>Unit 12</b>	<b>Project Qualification</b>
<b>Links to prior learning:</b> <i>Progressive tense (English), tense (English), Past continuous tense (English) Prepositions (Latin), Subject (Latin), verbs (Latin),</i>	<b>Links to prior learning:</b> <i>Progressive tense (Latin), tense (Latin), Past continuous tense (Latin) Prepositions (Latin), Subject (Latin), verbs (Latin),</i>	<b>Links to prior learning:</b> <i>Possessive (English) Progressive tense (Latin), tense (Latin), Past continuous tense (Latin) Prepositions (Latin), Subject</i>	<b>Links to prior learning:</b> <i>Antonyms (English), negative (English), conjunctions (English) Possessive (Latin) Progressive tense (Latin), tense (Latin), Past continuous tense (Latin) Prepositions</i>	<b>Links to prior learning:</b> <i>Latin myths and stories, history, geography, research projects, computing</i>

<p><i>adverbs (Latin), sentence order (Latin), singular, plural (Latin), adjective (Latin)</i>  <i>Flashback four example: Identify which tense has been used in the sentence below (English). Explain how you know.</i>  <b>Key Concept – Past continuous tense</b>  <b>Curricular Goal:</b>          To be able to write in Latin the past continuous progressive  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>9.2 To see how Latin expresses the past continuous tense then to sort and translate examples of it</li> <li>9.2a To discover and debate Aristotle’s ideas on being a good person</li> <li>9.3 To translate examples the past continuous tense in Latin</li> <li>9.4 To distinguish the past continuous from the present tense and to translate both tenses in Latin sentences</li> <li>9.5 To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Echo &amp; Narcissus</li> <li>9.6 To recap and demonstrate what we’ve learned in Unit 9</li> </ul> <p><b>Substantive Knowledge (<i>Sticky Knowledge</i>)</b>  <i>(To know and remember)</i>          In English, a verb that takes place in the past over a continuous period of time is called the past continuous or past progressive. Latin shows the past continuous with endings that are in many ways similar to the verb endings we already know, and always include the letters ‘ba’.</p> <p><b>Disciplinary Knowledge</b>          Reading quick fire Latin sentences. <u>Translate sentences from Latin into English.</u> Read a Latin story and translate the words.</p> <p><b>Key Vocabulary</b>          amicus /amica – friend          animus – mind /soul /spirit          terra – land / ground          ambulare – to walk          luna – moon          novus /nova – new          vexare – to annoy          invenire – to find</p>	<p><i>adverbs (Latin), sentence order (Latin), singular, plural (Latin), adjective (Latin)</i>  <b>Key Concept – Third Group Nouns</b>  <b>Curricular Goal:</b>          To be able to recognise the singular third group noun in Latin  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>10.1 To encounter a new group of nouns and their singular subject endings</li> <li>10.2 To encounter more third group nouns and their singular object endings</li> <li>10.3 To understand how to decode Roman numerals, including year dates</li> <li>10.4 To learn about third group nouns and their plural endings</li> <li>10.5 To incorporate the technique of glossing into our translating work</li> <li>10.6 To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the story of Romulus and Remus</li> <li>10.7 To recap and demonstrate what we’ve learned in Unit 10</li> </ul> <p><b>Substantive Knowledge (<i>Sticky Knowledge</i>)</b>  <i>(To know and remember)</i>  <u>To know some new nouns and their singular and plural subject endings.</u> To use root Latin words to recognise the English words.  <u>To know the subject and object endings in Latin. To know roman numerals in Latin.</u> To know and use glossing in order to read and translate Latin.</p> <p><b>Disciplinary Knowledge</b>          Reading quick fire sentences in Latin that include the new nouns. <u>To be able to translate from Latin into English.</u></p> <p><b>Key Vocabulary</b>          Pater – Father          Infans - baby          Frater - brother          Soror - sister          Rex - king          miles - miles          canis - dog          feles - cats          pastor - pastor          urbs - city          familia - family          clamare - cry          ponere - place          delere - delete          sperare - expect          verus - true          mortuus - dead          vivus - living</p>	<p><i>(Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular, plural (Latin), adjective (Latin)</i>  <i>Flashback four example: Who does the object belong to in the sentence below?</i>  <b>Key Concept – Possessive noun endings</b>  <b>Curricular Goal:</b>          To be able to recognise the possessive in Latin  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>11.1 To recap how English shows possession and to see how Latin does this</li> <li>11.2 To learn how singular Latin nouns show possession</li> <li>11.3 To learn how plural Latin nouns show possession</li> <li>11.4 To translate Latin sentences containing possessive nouns</li> <li>11.5 To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the story of Proserpina</li> <li>11.6 To recap and demonstrate what we’ve learned in Unit 11</li> </ul> <p><b>Substantive Knowledge (<i>Sticky Knowledge</i>)</b>  <i>(To know and remember)</i>  <u>To know that Latin shows possession by changing the ending of the noun.</u> To record more vocabulary in our mini dictionaries as below to use this knowledge and the glossing technique to translate the story of Proserpina.</p> <p><b>Disciplinary Knowledge</b>          Reading quick fire sentences in Latin that include the new nouns. <u>To be able to translate from Latin into English possessive sentences.</u></p> <p><b>Key Vocabulary</b>          sol - sun          nox - night          locus - location          mons - mountain          flos - flower          silva - forest          surgere – wake up          tacere - silent          vistare - visit          sentire – feel          rogare - ask          quaerere - search          descendere - down          ascendere - mounting          validus – the most obvious          solus – alone</p>	<p><i>(Latin), Subject (Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular, plural (Latin), adjective (Latin)</i>  <i>Flashback four example: Give an example of an antonym for the word curly.</i>  <b>Key Concept – Negative and conjunctions</b>  <b>Curricular Goal:</b>          To be able to use Latin conjunctions in a sentence  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>12.1 To discover how to use and how to translate negatives in Latin sentences</li> <li>12.2 To discover how Latin makes opposite adjectives (antonyms) using prefixes and to translate these adjectives using a variety of English words</li> <li>12.3 To explore Latin-derived English words and ways of making their antonyms</li> <li>12.4 To find out about and translate Latin commands and prohibitions (imperatives)</li> <li>12.4A To encounter different forms of ancient lettering</li> <li>and to use these alphabets to write our own names on various media</li> <li>12.5 To encounter and translate Latin conjunctions</li> <li>12.6 To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the history of Cleopatra</li> <li>12.7 To recap and demonstrate what we’ve learned in Unit 12</li> </ul> <p><b>Substantive Knowledge (<i>Sticky Knowledge</i>)</b>  <i>(To know and remember)</i>          To know how to make a Latin sentence negative. To know the three ways that make a Latin sentence negative non numquam , neon. To know that you can use. <u>To know that you can also express opposites (or antonyms) in Latin by changing the adjective with the prefix using in or im. Know the negative prefixes and words associated with them un , mis , a , anti . dis .</u> To know how to write the commands in Latin – fight!</p> <p><b>Disciplinary Knowledge</b>          Reading quick fire sentences in Latin that include the new nouns. <u>To be able to translate from Latin into English.</u> To be able to complete the missing word in Latin.</p> <p><b>Key Vocabulary</b>          cautus - cautious          quietus - sleeping          probus - bully          gratus - welcome          victus - food          paratus - ready          noli(te) – don’t          pugnare - fight          regere - control          finire - limit          pax – peace          dux - guide          populus - people          lingua – language          non - no          nemo - none          numquam - never          sed - but          quod – that          itaque – so</p>	<p><i>Flashback four example: Explain the story of Medusa.</i>  <b>Key Concept – Myths and Stories</b>  <b>Curricular Goal:</b>          To present the findings of a research project in your chosen way.  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To research the different Latin myths and stories learnt through units 1-12.</li> <li>To select a Latin myth for the basis of our research and investigate its origins.</li> <li>To form a project title for the basis of our research.</li> <li>To know how to analyse sources of research effectively</li> <li>To know how to paraphrase sources and quote them in your own words and use references.</li> <li>To prepare a presentation, outlining the research completed.</li> <li>To write a project report, outlining the process taken to complete the project.</li> <li>To present the findings in relation to the big question.</li> </ul> <p><b>Substantive Knowledge (<i>Sticky Knowledge</i>)</b>  <i>(To know and remember)</i>          To know different Latin myths and stories. To know where we learnt these myths from. To know what reliable sources are. To know how to form an appropriate question to research. To know how to paraphrase and reference material. To know how to draw on prior learning.</p> <p><b>Disciplinary Knowledge</b>          To complete a research project based on a chosen big question. Consider the factual evidence and the source it came from. <u>Analyse it effectively and make suggestions as to which sources are reliable.</u></p> <p><b>Key Vocabulary</b>          Myths          Stories          Research          References          Latin          Verbs          Adverbs          Presentation</p>
<b>Year 6</b>				
<b>Unit 13</b>	<b>Unit 14</b>	<b>Unit 15</b>	<b>Unit 16</b>	
<p><b>Links to prior learning:</b>  <i>Antonyms (Latin), negative (Latin), conjunctions (Latin) Possessive (Latin) Progressive tense (Latin), tense (Latin), Past continuous tense (Latin) Prepositions (Latin), Subject (Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular , plural (Latin), adjective (Latin)</i>  <i>Flashback four example: Translate the Latin sentence below into English.</i>  <b>Key Concept – Simple past tense</b>  <b>Curricular Goal:</b>          To be able to use the simple past tense to write a sentence in Latin  <b>Learning Objectives:</b></p>	<p><b>Links to prior learning:</b>  <i>Relative pronouns (English), Questions (English), Relative Clause (English) Antonyms (Latin), negative (Latin), conjunctions (Latin) Possessive (Latin) Progressive tense (Latin), tense (Latin), Past continuous tense (Latin) Prepositions (Latin), Subject (Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular , plural (Latin), adjective (Latin)</i>  <i>Flashback four example: Form a question about our topic on Latin to deepen your understanding.</i>  <b>Key Concept – Questions and relative clauses</b>  <b>Curricular Goal:</b>          To be able to translate Latin to English from a question          To be able to use a relative clause in Latin  <b>Learning Objectives:</b></p>	<p><b>Links to prior learning:</b>  <i>Relative pronouns (English), Questions (English), Relative Clause (English) Antonyms (Latin), negative (Latin), conjunctions (Latin) Possessive (Latin) Progressive tense (Latin), tense (Latin), Past continuous tense (Latin) Prepositions (Latin), Subject (Latin), verbs (Latin), adverbs (Latin), sentence order (Latin), singular , plural (Latin), adjective (Latin)</i>  <i>Flashback four example: Explain the different verb endings you might see in Latin</i>  <b>Key Concept – Verb Infinitive pairs</b>  <b>Curricular Goal:</b>          To be able to choose the correct verb ending for the verb and translate  <b>Learning Objectives:</b></p>	<p><b>Links to prior learning:</b>  <i>Understanding of other subjects in school, Geography, maths, roman numerals, root words.</i>  <b>Key Concept – Into Secondary</b>  <b>Curricular Goal:</b>          To be able to explain how Latin links to other subjects  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>16.1 To explore the roots of modern maths words</li> <li>and to read about the life of the mathematician Hypatia</li> <li>16.2 To explore how scientific language and discoveries influence modern science teaching</li> <li>16.3 To explore the connection of modern European languages to Latin</li> <li>16.4 To explore the connection of citizenship and Latin</li> <li>16.5 To explore the connection of Geography and Latin</li> </ul>	

- 13.1 To recap grammar encountered on the course so far (including present and past continuous tense endings, subject, object and possessive noun endings, commands, negatives and conjunctions)
- 13.2 To understand different ways of expressing action in the past in English
- 13.3 To encounter how Latin shows the simple past by changing parts of the verb
- 13.4 To identify the two past tenses we now know and to look at the differences in translating them into English
- 13.5 To encounter Latin verbs that act slightly differently to verbs we've already seen in the simple past tense
- 13.6(1) To see how 'to be' works in the past continuous, and
- (2) To discover a new way of translating the past continuous in Latin
- 13.7 To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate a fact sheet about Greek plays
- 13.8 To recap and demonstrate what we've learned in Unit 12

**Substantive Knowledge (Sticky Knowledge)**  
(To know and remember)

To know that past continuous = action in past that is ongoing.  
To know that simple past = action in past that is finished  
To know the simple past tense endings in Latin ;

i- I  
isti – you  
It – he / she / it  
imus – we  
istis – Y'all  
erunt - they

To know

Simple past – a bit more tricky

We've seen that most Latin verbs in the simple past add a **V** in the middle and then the endings **i isti it imus istis erunt**

But some Latin verbs act slightly differently to show the simple past. They can change a letter to something other than a **V**

ascendere I went up

dixere I said

...and a few do even stranger things!

cucurrere I ran

**Disciplinary Knowledge.**  
To using glossing techniques to translate. To translate Latin to English and English to Latin.

- Key Vocabulary**
- celare - hide
  - luvenis – as a young man
  - senex - old
  - fabula - story
  - narrare - tell
  - portare - carry
  - via - via
  - servare - keep
  - clarus – renowned
  - sedere - sit
  - spectare - look
  - unda - wave
  - monstrare - show
  - navis - ship

- 14.1 To revisit vocabulary and grammar we've learned so far
- 14.2 To look at various ways of asking questions in Latin
- 14.3 To learn how the suffix '-ne' turns a statement into a question in Latin
- 14.4 To recognise relative pronouns in masculine/feminine, singular/plural subject form
- 14.5 To recognise relative pronouns in masculine/feminine, singular/plural object form in Latin relative clauses
- 14.6 To record more vocabulary in our mini dictionaries and to translate a fact sheet about Roman leaders
- 14.7 To recap and demonstrate what we've learned in Unit 12

**Substantive Knowledge (Sticky Knowledge)**  
(To know and remember)

The three tenses we know - endings

	present	past continuous	simple past
I	amo	amabam	amavi
you	amas	amabas	amavisti
he/she/it	amat	amabat	amavit
we	amamus	amabamus	amavimus
y'all	amatis	amabatis	amavistis
they	amant	amabant	amaverunt

To know the vocabulary to use when making a question. To know how to change statements to question in Latin by adding – ne.

To know

Relative clauses and relative pronouns

relative pronouns describing feminine nouns	singular	plural	relative pronouns describing masculine nouns	singular	plural
subject	quae	quae	subject	qui	qui

Luckily, it's the same for plural as it is for singular!

relative pronouns describing feminine nouns	singular	plural	relative pronouns describing masculine nouns	singular	plural
subject	quae	quae	subject	qui	qui
object	quam	quas	object	quem	quos

These object endings are the same as you've already seen on nouns!

**Disciplinary Knowledge**  
Reading quick fire sentences in Latin. To translate Latin to English and English to Latin.

- Key Vocabulary**
- multus – a lot
  - maxi - maxi
  - vita - life
  - scire - know
  - nihil - nothing
  - doctus – trained
  - aequus - tagged
  - quando - when
  - quis - any
  - quid - what
  - ubi – where
  - quae - which

- 15.1 To revisit vocabulary and grammar we've learned so far
- 15.2 To look at the verb 'posse' ('to be able')
- and see how it pairs with the infinitive in Latin
- 15.3 To look at the verb 'posse' ('to be able')
- in the past continuous and simple past tenses
- 15.4 To recap the verb 'posse' ('to be able') in three tenses
- and to translate the first part of our Odyssey story
- 15.5 To look at the verb 'velle' ('to want')
- and see how it pairs with the infinitive in Latin
- 15.6 To look at the verb 'velle' ('to want')
- in the past continuous and simple past tenses
- 15.7 To recap the verb 'velle' ('to want') in three tenses
- and to translate the first part of our Odyssey story
- 15.8 To recap and demonstrate what we've learned in Unit 12

**Substantive Knowledge (Sticky Knowledge)**  
(To know and remember)

To know that in Latin, you can use 'posse' plus an infinitive verb to show when someone is able to do something.

Posse in the past

In the last lesson, we saw how Latin uses 'posse' plus an infinitive verb to show when someone is able to do something. You can also see 'posse' in the two past tenses you know. You can translate both past tenses in the same way.

Present tense	I am able	Past continuous tense	I was able/could
possum	I am able	poteram	I was able/could
potes	you are able	poteras	you were able /could
potest	he/she/it is able	poterat	he/she/it was able/could
possumus	we are able	poteramus	we were able/could
potestis	y'all are able	poteratis	y'all were able/could
possunt	they are able	poterant	they were able/could

To Know

Velle in the past

In the last lesson, we saw how Latin uses 'velle' plus an infinitive verb to show when someone wants to do something. You can also see 'velle' in the two past tenses you know. You can translate both past tenses in the same way.

Present tense	I want	Past continuous tense	I wanted
volo	I want	volebam	I wanted
vis	you want	volebas	you wanted
vult	he/she/it wants	volebat	he/she/it wanted
volumus	we want	volebamus	we wanted
vultis	y'all want	volebatis	y'all wanted
volunt	they want	volebant	they wanted

**Disciplinary Knowledge**  
To use root words to determine some English words. Reading quick fire sentences in Latin. To translate Latin to English and English to Latin. To be able to recognise the correct tense of the Latin verb.

- Key Vocabulary**
- Velle – likes
  - Posse – to be able to
  - Rogare – ask
  - Respondere – answer
  - Mutare – change
  - Construere - construct
  - navigare, - navigate
  - capere – catch
  - panis, - bread
  - fortuna – fortune
  - umbra, - shadow
  - salvus/salva – saved

- 16.6 To explore the connection of art to Latin
- Substantive Knowledge (Sticky Knowledge)**  
(To know and remember)
- To know the maths words that are linked to Latin roots.

Maths Words Roots Challenge

Can you match the maths-related word to its Latin or Ancient Greek ancestor?

angulus Latin corner	para allelos Greek alongside one another	latus Latin side	isos Greek equal	pendere Latin to hang	peri Greek around
rota Latin wheel	acutus Latin sharp	trapeza Greek table			

To know how the Latin names in Science are linked to the periodic table. To know modern language root words.

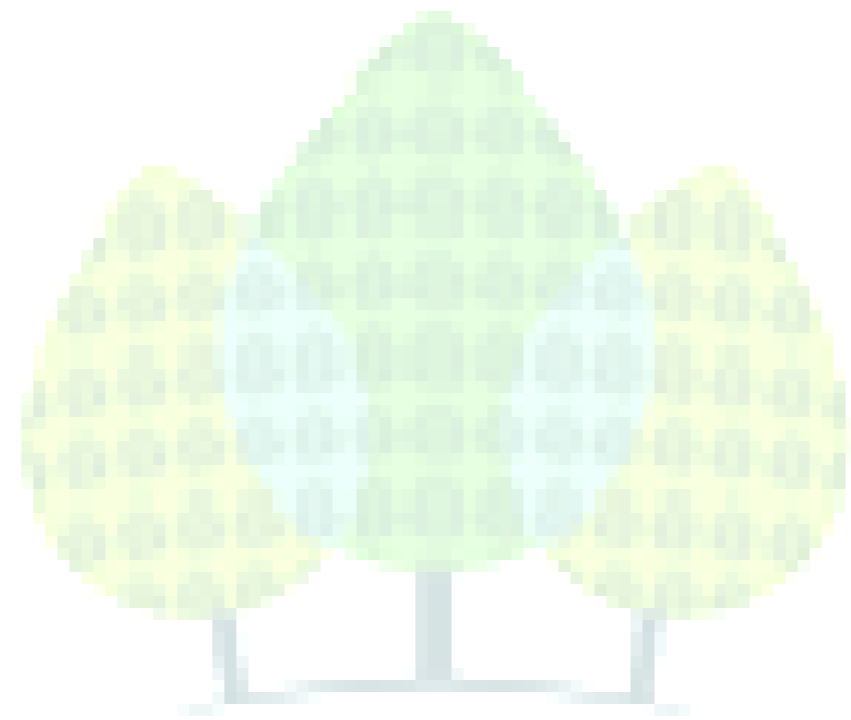
Modern Language Word Roots

Latin's influence is not only seen in the English language. Many modern European languages are evolutions of Latin and you can spot Latin roots in modern French, Spanish, Portuguese, Italian and Romanian.

Latin	French	Spanish	Italian	Romanian	Portuguese
stella	étoile	estrella	stella	stea	estrela
primus	premier	primeiro	primo	primul	primeiro
dormire	dormir	dormir	dormire	dormi	dormir

**Disciplinary Knowledge**  
To use root words to determine some English words. Reading quick fire sentences in Latin. To translate Latin to English and English to Latin. To recognise the links other subject have with Latin.

Key Vocabulary  
To follow...



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ASD	Working Memory	Dyslexia	MFL SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> <li>Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.</li> </ul>	<ul style="list-style-type: none"> <li>when writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red, and " pupils may enjoy creating a storyline (see <a href="http://www.storylinescotland.com">www.storylinescotland.com</a>) or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy.</li> <li>Revisiting a mind map of the same area of learning, say after three weeks of studying a modern foreign languages topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included</li> </ul>	<ul style="list-style-type: none"> <li>when writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red, and " pupils may enjoy creating a storyline (see <a href="http://www.storylinescotland.com">www.storylinescotland.com</a>) or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objectives are made clear in pictures/symbols/writing, as appropriate. Objectives are challenging yet achievable. This will promote self-esteem and enable all pupils to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.</li> <li>when writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red, and " pupils may enjoy creating a storyline (see <a href="http://www.storylinescotland.com">www.storylinescotland.com</a>) or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required.</li> </ul>

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