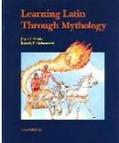


Latin and Classics Curriculum – Brooke Weston Trust

YEAR One – Autumn term (Topic = Stone Age vs Ancient Egypt)

MOTTO – Carpe diem (seize the day)

Minimus Chapters	Maximum Classics	Mythology, Art & Culture	Word Roots
1 (pages 1-7)	Week 1 Powerpoint – Latin all	The story of Perseus and Medusa	****
<p>Phonics focus: All letters are pronounced as in English. c = c as in <u>cake</u> v = w as in <u>wet</u></p>	<p>around us – Introduce children to the idea of word roots and the fact that many words we use in English are descended from Latin and Ancient Greek</p>	 <p>Painting to study & discuss - Depiction of Medusa by Michaelangelo Merisi da Caravaggio</p>	
<p>Grammar focus:</p> <ul style="list-style-type: none"> Understanding that in English, we use pronouns to show who is doing the verb, but in Latin we use inflected endings. Salve/salvete & vale/valete – Children to understand that we have different words in Latin if we are speaking to one person/more than one (singular & plural). https://www.youtube.com/watch?v=vQ8Z1KwHLag Understanding that word order is less important in Latin than in many other languages, because meaning is shown through inflection. Understanding that “to be” is a verb. Reading and writing simple sentences with sum (I am) and est (he/she/it is) Reading, writing, saying and translating simple sentences using “esse” 	<p>Word Roots - Will be used in conjunction with I’m Lovin’ Lit Resources to teach word roots element of Y3 Latin curriculum.</p> <p>https://maximumclassics.com/ks2-3-word-roots/</p>	 <p>Nattier – Perseus Wedding Feast</p> <p>https://eclecticlight.co/2017/05/30/changing-stories-ovids-metamorphoses-on-canvas-22-perseus-wedding-feast/</p>  <p>Potential Endpoints:</p> <p>Simple storyboard translation (p47).</p> <p>Labelling the colours of Medusa’s snake hair (p48).</p>	

<p style="text-align: center;"><u>Esse – to be</u></p> <p style="text-align: center;">Sum – I am</p> <p style="text-align: center;">es – You are (1st person singular)</p> <p style="text-align: center;">est – he/she/it is (2nd person singular)</p> <p style="text-align: center;">sumus – we are (3rd person singular)</p> <p style="text-align: center;">estis – you are (2nd person plural)</p> <p style="text-align: center;">sunt – they are (3rd person plural)</p> <ul style="list-style-type: none"> • Responding to the question “quises?” (who are you?) 		<p>Debate – If you had winged sandals like Perseus (given to him by Mercury), then where would you fly and what heroic feats would you accomplish?</p> <p>PSHE Focus – Medusa's head was the centrepiece of Minerva's shield. Design and discuss a shield with a design that symbolises something special about you.</p>	
<p><u>Vocabulary focus: Family</u></p> <p>mater – mother</p> <p>pater – father</p> <p>filia – daughter</p> <p>filius – son</p> <p>soror – sister</p> <p>frater – brother</p> <p>infans – little child</p> <p>servi – servants</p> <p>mus – mouse</p> <p>feles – cat</p> <p>canis – dog</p> <p>omnes – everyone</p> <p>expectatissimus – very welcome</p> <p>donum – a present</p> <p>tibi – for you</p> <p>habeo – I have</p> <p>felix dies tibi sit – Happy birthday</p> <p>gratias tibi ago – I thank you</p> <p>quam pulcher – How beautiful</p> <p>sed – but</p> <p>quid? – What?</p> <p>famosa – famous</p> <p>sedate – sit</p> <p>olim – once upon a time</p>			<p><u>Word Roots to teach within wider curriculum lessons:</u></p>

YEAR One – Spring term (Topic = Bridges/Architects, Engineers & Designers)

MOTTO – Sapere aude (dare to know)

Minimus Chapters	Maximum Classics	Mythology, Art & Culture	Word Roots
2 (pages 8-14)		The story of Daedalus & Icarus https://www.primaryancientgreeks.com/content/daidalos-ikaros Use video and suggested discussion points.	<p>See Minimus pg 11:</p> <ul style="list-style-type: none"> pork comes from porcus (pig) equestrian means pertaining to horses (equus = horse) Maximum points in a test relates to maximum/maxima (meaning very big) minimum points in a test relates to minimum/minima (very small)
Phonics focus:		Comparing famous paintings which depict the fall of Icarus. https://joyofmuseums.com/artists-index/the-fall-of-icarus-in-art/	
<p>Grammar focus:</p> <ul style="list-style-type: none"> Understanding and identifying masculine and feminine nouns. Understanding that “a” at the end of a noun is a clue that it is a feminine noun. Understanding that “us” at the end of a noun is a clue that it is a masculine noun. Learning that adjectival endings must 	<p>Potential endpoints:</p> <ul style="list-style-type: none"> Children are able to write and translate simple sentences where the noun and adjective agree (e.g. porcus roseus est – the pig is pink). Children are able to identify when a simple sentence is incorrect because the noun and adjective do not agree (e.g. porcus rosea est is incorrect, because the adjective is in the feminine form rather than masculine). 	<p>Potential questions for discussion:</p> <p>What lessons can we learn from the story of Daedalus and Icarus?</p> <p>What is Icarus’ tragic flaw?</p> <p>What characteristics typical of Greek myths is this story contain?</p> <p>What is the symbolic meaning of “flying too high”?</p> <p>What is the lesson of the myth?</p> <p>What role does Daedalus play in Icarus’ story?</p> <p>Does Daedalus bear any responsibility for Icarus’ fate?</p>	<p>Word Roots to teach within wider curriculum lessons:</p>

<p>agree with the noun they are modifying.</p>	<ul style="list-style-type: none"> • Children are able to discuss (in English) simple texts such as the cartoon strip on page 8 of Minimus. They are able to use vocabulary given to them as part of their discussions. • Children are able to say and write simple descriptions of themselves using “sum” (I am) and adjectives with the appropriate m/f ending (e.g. Maria sum. Callida et benigna sum. – I am Maria. I am clever and kind) • Children are able to identify some English words that are linked to their Latin ancestors (e.g. miles meaning soldier relates to the word military and tunica meaning dress relates to the English word tunic). 	<div data-bbox="1041 193 1178 363" data-label="Image"> </div> <p>Potential Endpoints:</p> <ul style="list-style-type: none"> • Translation of story on page 17. • Teamwork DT challenge – which team can make Icarus fly the furthest? https://maximumclassics.com/wp-content/uploads/2017/07/mg8-icarus-flyer.pdf • Science experiment – How hot did Icarus get before his wings started to melt? 	
<p>Vocabulary focus: eheu! – Oh dear! villa – house sordida/sordidus – dirty hortus – garden squalidus/squalida – dirty tunica – dress fessi – tired euge! – hurrah! miles – soldier Animal names – See knowledge organiser and Minimus pg 10</p>			

Colours (in masculine and feminine forms) – See Minimus pg 10 Simple adjectives in masculine and feminine form (see Minimus pg 10)			
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YEAR ONE – Summer term <small>(Topic = Roman Britain)</small>			
MOTTO – veni, vidi, vici (I came, I saw, I conquered)			
Minimus Chapters	Maximum Classics	Mythology, Art & Culture	Word roots to teach within wider curriculum lessons.
3 (pages 15-20)	<u>Verb Conjugation – Week 3 Powerpoint:</u> https://maximumclassics.com/wp-content/uploads/2016/02/wk3_latin_verbs2.pdf https://maximumclassics.com/week-three/	The Myth of Pandora's Box	
Phonics focus:		Critical analysis and PSHE focussed discussion around the painting "Pandora" by Odilon Redon https://www.nga.gov/education/teachers/lessons-activities/origin-myths/pandora.html	
<u>Grammar focus:</u>		Revisit the myths we have learned so far this year and discuss what kind of	

<ul style="list-style-type: none"> • To understand the concept of inflected verbs. • To use simple regular verbs and conjugate them using appropriate endings (e.g. amo, amas, amat. amamus, amatis amant) • Use “the hand jive” (Angela Dix – Classics for All) to allow children to memorise the regular verb endings – present tense only. • 		<p>myths they are using this lesson from Maximum Classics https://maximumclassics.com/wp-content/uploads/2021/03/11.04a-worksheet.pdf</p> <p>Children to retell their myth verbally as they would have done at the time.</p>	
<p>Vocabulary focus: Regular verbs in the present tense (e.g. scibere – to write and amare – to love)</p>			