

The Minimus Scheme –Starting out in Latin

The scheme is divided into chapters that cover different aspects of language with related work to assess the children's understanding. Children fully immerse in each chapter before moving on and the learning is revisited and revised in each chapter.

After each chapter the children are also introduced to a Greek myth. Through the myths children are exposed further to language links and historical facts. The myths can be read in class or the children can listen to them read aloud on the Minimus website. <http://www.minimus-etc.co.uk>

Year 3 Programme of Study:

Chapter 1 – Meet the family

Children are introduced to a real family that lived in a fort called Vindolanda near Hadrian's wall in approximately AD100. Children learn the basic rules for Latin (that a V was pronounced W, there was no soft c sound only a hard k, all letters were sounded and that they did not have a J sound – J was pronounced with a h sound).

This chapter focuses on nouns and noun endings – masculine –us and feminine –a. Children learn how to introduce themselves and family members. They learn about artefacts found in Vindolanda and that Roman's celebrated birthdays and had parties. They learn to sing Happy Birthday in Latin and use greetings.

Chapter 2 – Food, Glorious Food!

In chapter 2 children revisit nouns and are introduced to adjectives. The family are hosting the Governor of Britain for a special dinner. The children learn adjectives to describe animals and one another and learn that adjectives also have the masculine and feminine endings. They begin to investigate Latin roots e.g. porcus is a pig (pork). Equus is a horse (equestrian)

Chapter 3 – Work, Work, Work

Chapter 3 focuses on verbs but revisits nouns and adjectives. Children begin to build up a bank of vocabulary. Children learn that in Latin the end of the verb shows who is doing the action and that the language does not have a word for I, you or they but is expressed through the verb ending. E.g. scribo – I write, scribit – he writes, scribunt – they write.

Year 4 Programme of Study:

Chapter 4 – The best days of your life

Children learn about Roman school life in chapter 4 and consolidates previous learning of nouns, verbs and adjectives. They continue to look at Latin roots.

Chapter 5 – Romans and Britons

Chapter 5 introduces adverbs and the fact that Latin adverbs end in er. The story includes history links about life in Briton before and after the Roman invasion and revises nouns, verbs and adjectives.

Chapter 6 – Off to Town

The family go to Eboracum (York) shopping. The children are introduced to a larger number of nouns and learn how to talk about where they live. They look at Latin roots: – e.g. habitat (he lives). fractus (broken)

Year 5 Programme of Study

Chapter 7 – The Military Machine

The historical aspect of this chapter is the Roman army and concentrates on further verbs in the form of commands and orders. More nouns are introduced and children visit their bank of vocabulary. Plural forms of verb commands are taught

e.g. veni = come (one person) venite (veni +te) = come (more than one person). Children play Simo dicit (Simon says) to reinforce the commands. Further investigation into the derivatives of English is explored e.g. milites – soldiers and children are asked questions such as What does a porter do? The Latin word to carry is portare.

Chapter 8 – Clean and healthy

Continuing with adverbs this chapter is based around the Roman baths, health and exercise. It introduces longer statements and more complex language. Children begin to write whole sentences in Latin and translate into English. More historic facts are introduced linked to modern life and Latin roots continue to be

investigated: frigidarium – cold room (fridge). A visit to the doctor consolidates commands and introduces further vocabulary.

Chapter 9 – A soldier's life

Prepositions are introduced in this chapter. Children begin to learn about place and position through the day in the life of a soldier. They continue to see the derivatives of English and links to prefixes e.g. circum – round and sub – under.

Year 6 Programme of Study

Chapter 10 – How beautiful

In this chapter children are introduced to conjunctions and begin to link two sentences in Latin together. They learn the Latin for because, but, and, although and begin to write and speak aloud longer linked sentences.

Chapter 11 – A sad day

This chapter looks at a death in Roman times and how people were remembered and honoured. The grammar focus is subject and object and how this can affect the way this changes the noun ending. If the noun is the subject of the sentence (doing the action) the ending is –am and if the noun is the object (the action is being done to it) the ending is –um.

Chapter 12 – Gods! Hear our prayers

The final chapter in Minimus focusses around religion in Roman times. This chapter consolidates learning around the main word classes –nouns, adjectives, verbs, adverbs, prepositions and conjunctions. The children now have learned a large amount of vocabulary in Latin and English through derivatives of language.

	Listening	Speaking	Reading and responding	Writing
Year 3	<ul style="list-style-type: none"> To understand a few familiar spoken words and phrases (with repetition and gesture). 	<ul style="list-style-type: none"> To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues). To be able to introduce oneself & greet another. To imitate correct pronunciation. 	<ul style="list-style-type: none"> To understand single everyday words. To understand the concept of the gender of nouns and their different endings. To know how nouns & adjectives are used in Latin. To know how verbs are used in Latin. To begin to understand Latin word order in a sentence. To know how the ending of a verb changes depending upon who is doing the action. 	<ul style="list-style-type: none"> To write or copy simple words correctly. To label items and select appropriate words to complete short phrases or sentences.
Year 4	<ul style="list-style-type: none"> To understand a range of familiar spoken phrases. 	<ul style="list-style-type: none"> To answer simple questions and give basic information. To give short, simple responses to what they see and hear, and use set phrases. To show an awareness of sound patterns in their pronunciation. 	<ul style="list-style-type: none"> To understand familiar written phrases. To revise nouns, adjectives and verbs in Latin. To introduce the use of adverbs in Latin. To consolidate the use of nouns, adjectives verbs and adverbs in Latin. To introduce the plural form of nouns and adjectives. To introduce colours and numbers to 20 To use a dictionary to check meanings. 	<ul style="list-style-type: none"> To write one or two short sentences, following a model. To label items and write familiar short phrases. To write single words from memory (spelling may be approximate).
Year 5	<ul style="list-style-type: none"> To understand short spoken passages and pick out the main points. 	<ul style="list-style-type: none"> To ask and answer simple questions and talk about their interests. To take part in simple conversations, using mainly memorised language. 	<ul style="list-style-type: none"> To understand short written passages and pick out the main points To give commands – (imperative ‘bossy’ verbs) and to know what happens to the word when a command is given to more than one person. To name parts of the body based upon their Latin derivatives. To use prepositions accurately in Latin. To revise the use of adverbs and bossy verbs in Latin 	<ul style="list-style-type: none"> To write a few short sentences, with support, using expressions that they have already learnt.
Year 6	<ul style="list-style-type: none"> To understand the main points and some of the detail from spoken passages made up of familiar language. 	<ul style="list-style-type: none"> To take part in simple conversations, supported by visual or other cues, and express their opinions. To begin to use their knowledge of grammar to adapt and substitute single words and phrases. To pronounce words mostly accurately and develop intonation. 	<ul style="list-style-type: none"> To understand the main points and some of the detail in short texts. To use conjunctions accurately in Latin. To understand the concept of subject & object in Latin sentences. To use the term Imperative verb instead of ‘bossy verb’. (Extension: use of terms: vocative ending; accusative form; infinitive) To read and translate simple text from Latin to English (new books linked to Minimus). To use context and knowledge of English vocabulary to work out the meaning of unfamiliar words, as well as using a bilingual dictionary. 	<ul style="list-style-type: none"> To write sentences/short paragraphs on familiar topics. To begin to change phrases they already know to something new. To begin to use dictionaries to check words they have learnt.