

Literacy through Classics

Lesson plan 21

Olympic games

Time	Activity	Details	To be done/brought along																																										
60 mins	Olympic games	<p>Fastest and best wins, gets prize. Every game lasts 5 minutes, whistle at the end means swap.</p> <p>Every group has a name: someone needs to come up with animal names for every group.</p> <p>1. Welsh – Latin – English words: 10 words in 3 languages, for 2 groups (hence 60 cards)</p> <table border="0" data-bbox="591 692 1693 1394"> <thead> <tr> <th data-bbox="591 692 958 724"><u>English</u></th> <th data-bbox="963 692 1384 724"><u>Latin</u></th> <th data-bbox="1388 692 1693 724"><u>WELSH</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="591 727 958 759">Singer</td> <td data-bbox="963 727 1384 759">cantor</td> <td data-bbox="1388 727 1693 759">cantor, cantorion</td> </tr> <tr> <td data-bbox="591 783 958 815">Rabbit</td> <td data-bbox="963 783 1384 815">Cuniculus</td> <td data-bbox="1388 783 1693 815">cwningen</td> </tr> <tr> <td data-bbox="591 839 958 871">Dear</td> <td data-bbox="963 839 1384 871">Carus</td> <td data-bbox="1388 839 1693 871">Cariad</td> </tr> <tr> <td data-bbox="591 895 958 927">Fish</td> <td data-bbox="963 895 1384 927">Piscis</td> <td data-bbox="1388 895 1693 927">Pysgod</td> </tr> <tr> <td data-bbox="591 951 958 983">oven</td> <td data-bbox="963 951 1384 983">furnus</td> <td data-bbox="1388 951 1693 983">ffwrn</td> </tr> <tr> <td data-bbox="591 1007 958 1038">Learn</td> <td data-bbox="963 1007 1384 1038">Disco</td> <td data-bbox="1388 1007 1693 1038">dysgu</td> </tr> <tr> <td data-bbox="591 1062 958 1094">Believe</td> <td data-bbox="963 1062 1384 1094">Credo</td> <td data-bbox="1388 1062 1693 1094">credu</td> </tr> <tr> <td data-bbox="591 1118 958 1150">One/Two/Three/Ten</td> <td data-bbox="963 1118 1384 1150">Unus/ duo/ tres/decem</td> <td data-bbox="1388 1118 1693 1150">Un/dau/tri /deg</td> </tr> <tr> <td data-bbox="591 1174 958 1206">March</td> <td data-bbox="963 1174 1384 1206">Martius</td> <td data-bbox="1388 1174 1693 1206">Mawrth</td> </tr> <tr> <td data-bbox="591 1230 958 1262">May</td> <td data-bbox="963 1230 1384 1262">Maius</td> <td data-bbox="1388 1230 1693 1262">Mai</td> </tr> <tr> <td data-bbox="591 1286 958 1318">August</td> <td data-bbox="963 1286 1384 1318">Augustus</td> <td data-bbox="1388 1286 1693 1318">Awst</td> </tr> <tr> <td data-bbox="591 1342 958 1374">arm</td> <td data-bbox="963 1342 1384 1374">brachium</td> <td data-bbox="1388 1342 1693 1374">braich</td> </tr> <tr> <td data-bbox="591 1398 958 1430">Window</td> <td data-bbox="963 1398 1384 1430">fenestra</td> <td data-bbox="1388 1398 1693 1430">fffenestr</td> </tr> </tbody> </table>	<u>English</u>	<u>Latin</u>	<u>WELSH</u>	Singer	cantor	cantor, cantorion	Rabbit	Cuniculus	cwningen	Dear	Carus	Cariad	Fish	Piscis	Pysgod	oven	furnus	ffwrn	Learn	Disco	dysgu	Believe	Credo	credu	One/Two/Three/Ten	Unus/ duo/ tres/decem	Un/dau/tri /deg	March	Martius	Mawrth	May	Maius	Mai	August	Augustus	Awst	arm	brachium	braich	Window	fenestra	fffenestr	handout
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| | | <ul style="list-style-type: none">a. Ludit - Playb. Volat - Flyc. Cadit - Falld. Moritur - Diee. Incendit - Burnf. Basiat - Kissg. Surgit - Riseh. Specto - Seei. Liquesco - Meltj. Amo- Lovek. Pugno - Fightl. Neco- Kill | |
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Nouns:

- m. Equus – Horse
- n. Calceus – Shoe
- o. Taurus – Bull
- p. Nauta – Sailor
- q. Asinus – Donkey
- r. Poeta – Poet
- s. Mus – Mouse
- t. Domus – House
- u. Sol – Sun
- v. Flamma – Fire/Flame
- w. Pater – Father
- x. Puer – Boy
- y. Mare – Sea
- z. Terra – Earth/Land
- aa. Caelum – Heaven/Sky
- bb. Rex – King
- cc. Insula – Island
- dd. Stella – Star
- ee. Pastor – Shepherd
- ff. Agricola – Farmer
- gg. Unda – Wave

- hh. Leo – Lion
- ii. Canis – Dog
- jj. Dracon – Dragon
- kk. Serpens – Snake
- ll. Tigris – Tiger
- mm. Delphinus – Dolphin
- nn. Corvis – Crow

5. Memorize and run:

6. Basketball vocab

1. What was the name of Icarus' father in the myth about flying too close to the sun?

Daedalus.

2. What was the capital city of the Roman Empire? **Rome.**

3. Amo is a...? **Verb.**

4. Luna is a...? **Noun.**

5. What is the plural of *mensa*? **Mensae.**

6. If we take the ending from a verb, what are we left with? **The Stem.**

7. Can you give me a singular noun?

8. Can you give me a verb?

9. What is the difference between the subject and the object of the sentence? **Subject is doing the action; Object is the receiver.**

10. *Puella dominum laudat*, what is the function of *laudat* in the sentence? **Verb.**

11. What is the difference in endings of *amo* and *amas* mean? **I love, you love.**

12. Can you tell me the Latin word for first? **Primus.**

13. What is the usual ending for feminine words? **-a.**

14. What is the usual ending for masculine words? **-us.**

15. What category do words such as *bonus* and *magna* fall into? **Adjectives.**

16. What is the ending for verbs in the singular first person? **-o.**

17. Name a Roman site in Britain.

18. What famous wall did the Romans build in Britain? **Hadrian's Wall.**

		<p>19. Can you name a famous site in Rome?</p> <p>20. What is the Latin for girl? Puella.</p>	
<p>Teams keep a score card with them so there is no dispute about who wins. Prize for winner.</p>			

Literacy in years 5 and 6 – National Literacy and Numeracy Framework

Reading for information

		Year 5	Year 6
Locating, selecting and using information	Reading Strategies	<ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context, and prior knowledge of context and text type • Read extended texts independently for sustained periods • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main ideas, themes</i> • Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams • Identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i> • Identify features in texts intended to persuade, <i>e.g. exaggeration, word choice,</i> 	<ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type • Read complex texts independently for sustained periods • Understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea'</i> • Use a range of strategies to skim and scan for information • Read closely, annotating purposefully • Distinguish between main and supporting ideas selecting essential points • Begin to understand features of official and historical documents, <i>e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications</i> • Assess the quality and reliability of information on web pages, considering its origins and

		<i>ambiguity</i> <ul style="list-style-type: none"> Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary 	verifying accuracy
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> Show understanding of main points and significant details in different texts on the same topic Infer meaning which is not explicitly stated, <i>e.g. implications, consequences</i> Compare the structures of texts which are intended to discuss or persuade 	<ul style="list-style-type: none"> Show understanding of the key features and themes across a selection of materials Infer ideas which are not explicitly stated, <i>e.g. writers' viewpoints or attitudes</i> Identify how effective arguments are constructed, <i>e.g. linking points, pre-empting disagreement, use of examples, appeals to reader</i>
	Response and analysis	<ul style="list-style-type: none"> Collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, <i>e.g. flowchart, diagram</i> Compare the viewpoint of different writers on the same topic, <i>e.g. rats are fascinating or a menace</i> Consider if the content is reliable, <i>e.g. are photographs more reliable than drawings?</i> Identify and explore ideas and information that interest them Identify key points in sections of text. 	<ul style="list-style-type: none"> Collate and make connections between information and ideas and present appropriately, <i>e.g. graphs, tables</i> Consider different viewpoints on a topic and which is the most coherent and believable Evaluate a text, its content, presentation and appeal Identify ideas and information that interest them and develop broader and deeper understanding Use evidence from a text to support their view.

Writing for information

		Year 5	Year 6
Organising ideas and information	Meaning <ul style="list-style-type: none"> Purpose Audience Ideas and information Use of detail 	<ul style="list-style-type: none"> Shape writing to show a clear purpose Expand upon main idea(s) with supporting reasons, information and examples Plan writing, selecting a suitable structure, <i>e.g. explanation or report</i> 	<ul style="list-style-type: none"> Adapt writing style to suit the audience and purpose, <i>e.g. formal style for unknown reader, simple style for younger readers</i> Explain ideas fully, showing implications and consequences Plan writing to shape it for effect, <i>e.g. leading</i>

		<ul style="list-style-type: none"> • Revise and improve writing, discussing why they have made changes 	<p>up to a conclusion</p> <ul style="list-style-type: none"> • Edit, reflect and improve their writing independently
	<p>Form Text types</p> <ul style="list-style-type: none"> • Reports • Recount • Persuasion • Discussion • Instructions • Explanation 	<ul style="list-style-type: none"> • Use the features of specific forms appropriately which are clear and relevant, <i>e.g. sub-headings, captions</i> • Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion • Use paragraphs, which have a main idea and related details, to organise the writing • Use images, graphs and illustrations which are clear, relevant and appropriate to the text type 	<ul style="list-style-type: none"> • Adapt the features of a form appropriately for different contexts, <i>e.g. letters written for different purposes</i> • Use features of the chosen form, <i>e.g. an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion</i> • Use paragraphs or sections to structure meaning and effect • Use features and layout which are clearly constructed to enhance presentation of data and ideas
	IT	<ul style="list-style-type: none"> • Write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages 	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use varied and appropriate vocabulary, including subject-specific words and phrases
Writing accurately	Language	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use a varied and appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use a varied and appropriate vocabulary, including subject-specific words and phrases
	<p>Grammar Punctuation Spelling Handwriting Presentation</p>	<ul style="list-style-type: none"> • Use different sentence structures, including complex sentences, <i>e.g. subordination – before you start, at the same time, before it finishes</i> • Use conditionals, <i>e.g. if, might, could, to show hypotheses or possibilities</i> • Use the full range of punctuation to guide the reader in complex sentences including commas, bullet points and also speech marks and apostrophes for 	<ul style="list-style-type: none"> • Use varied sentence structures and sequences of clauses • Use a range of punctuation accurately to clarify meaning, including apostrophes for omission • Use knowledge of word families, roots, morphology, derivations and spelling patterns • Use strategies to spell correctly polysyllabic, complex and irregular words, <i>e.g. definite, separate, beautiful, friendly</i>

		<p>possession</p> <ul style="list-style-type: none"> • Use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i> • Produce fluent and legible handwriting 	<ul style="list-style-type: none"> • Produce fluent and legible handwriting
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Oracy

		Year 5	Year 6
Developing information and ideas Presenting information and ideas	Speaking	<ul style="list-style-type: none"> • Explore ways to be convincing when explaining information and ideas, e.g. use of vocabulary, gesture, visual aids • Speak clearly, using a formal tone and projecting voice effectively to a large audience, e.g. in assembly, in event for parents/carers • Take on a role, e.g. character from historical situation, an imaginary part in a scientific process 	<ul style="list-style-type: none"> • Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, e.g. using specialist vocabulary or examples to illustrate meaning • When presenting ideas, vary expression, tone, volume to keep listeners interested • Sustain a role play exploring situations, characters and actions
	Listening	<ul style="list-style-type: none"> • Listen carefully to presentation and show understanding of main points • After listening, prepare a response which gives views on what the speaker has said 	<ul style="list-style-type: none"> • Listen carefully to presentations and show understanding of main points and reasons for opinions • Respond to others appropriately with questions and comments which develop what has been said
	Collaboration and discussion	<ul style="list-style-type: none"> • Contribute to group discussion, taking some responsibility for completing the task well, e.g. keeping focus, helping others • Follow up points in discussions, showing agreement or disagreement 	<ul style="list-style-type: none"> • Contribute purposefully to a discussion to achieve agreed outcomes • Build on and develop the ideas of others, e.g. by asking questions to explore further, offering more ideas.