

Subject: Latin		Minimus Chapter 9; A soldier's life				
	Learning Objectives	Language	Activities	Resources	Support /Extension	
	<p>To understand life in the Roman Army.</p> <p>The use prepositions accurately in Latin.</p>	<p><b>signifer</b> standard-bearer  <b>vexillifer</b> flag-bearer  <b>cornicen</b> horn-player  <b>centurio</b> centurion  <b>prope</b> near  <b>circum</b> round  <b>sub</b> under  <b>super</b> on top of  <b>in</b> in  <b>pro</b> in front of  <b>ad</b> to  <b>e</b> away from  <b>fessa</b> tired  <b>laetissimus</b> very happy</p>	<p>When reading the comic strip ask the children to use the pictures to guess the meaning of the words &amp; to explain what is going on. Use the audio CD to help with pronunciation. Ask comprehension questions based on the first comic strip. Words of the week on wall in classroom.</p> <p>Pictures of the characters from family on display with their names so children become familiar with these.</p> <p>Look at the derivative of words :  <b>sub</b> submarine, submariner, subway goes under  <b>circum</b> circumnavigate, circumference  <b>pro</b> propeller</p> <p><u>Roman Report – Who does what? &amp; More socks please! – Pg 54-pg55.</u>  Read together &amp; discuss.  Children imagine they are Iulius. What are the good and bad points about being a Roman soldier? Use the internet/books to research more points to add to the lists.  Discuss various questions;  Were soldiers allowed to have families?  Where did the soldiers sleep?  Were soldiers allowed out on leave?  Did soldiers play sports?  What happened to disobedient soldiers?  Children can research answers to these and other questions they may come up with.</p> <p><u>Where are Minimus &amp; Vibrissa?</u>  When reading the comic strip ask the children to use the pictures to guess the meaning of the words &amp; to explain what is going on. Use the audio CD to help with pronunciation. Ask comprehension questions based on the comic strip.  Remind children or introduce prepositions – tell you the position of someone or something.  Spot the prepositions in the picture story, say them &amp; explain their meaning.</p>	<p>Chapter 9</p> <p>Vindolanda museum – chamfron – a horse's head-dress</p> <p>Audio CD</p> <p>I Book</p> <p>Minimus website – support sheets – 41 – The Vindolanda Run poem about life as a Roman soldier.</p> <p>Access to internet.</p> <p>Minimus website – teachers resources – powerpoints with sets of verbs to make sentences from.</p> <p>Activity sheet XXVIII &amp; XXIX &amp; XXIXa</p>	<p>The soldiers at Vindolanda belonged to the ninth cohort of Batavians from the Netherlands. Most were auxiliary soldiers and about a quarter were cavalry.</p> <p>The tablet regarding more socks and pants was the first to be found at Vindolanda.</p> <p>Activity sheet XXX wordsearch</p>	

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				<p><u>Procrustes &amp; his Terrible Bed pg 58</u> Read the story &amp; discuss. Write a newspaper report interviewing Theseus about how he was the hero and killed Procrustes.</p> <p>At the end of the chapter play the quiz in the Teachers book page 29.</p>	<p>Minimus website – support sheets – 19 – A play 'The sad end of Procrustes'</p>	

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<p>Opportunities for reinforcement / cross-curricular work:</p> <p><b>ENGLISH</b> – Read WH Auden's poem 'Roman Wall Blues' Use this as a basis for writing a day in life of a soldier standing at Hadrian's Wall.</p> <p><b>ART</b> – Design posters encouraging young men to join the army.</p>						