

Kestrel Mead Sticky Learning Curriculum

Year 3

As an artist (YEAR 3)

As an artist (YEAR 3)				
Prior learning (YR 2)	Drawing	Prior learning (YR 2)	Collage	Subject Specific Vocabulary
A1 Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. A2 Understand the basic use of a sketchbook and work out ideas for drawings. A3 Experiment with the visual elements; line, shape, pattern and colour.	A1 - Experiment with different grades of pencil and other implements. A2 - Plan, refine and alter their drawings as necessary. A3 - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	A8 Create textured collages from a variety of media. A9 Experiments with creating mood, feeling, movement and areas of interest. A10 Make a simple mosaic.	A8 - Name the tools and materials they have used. A9 - Experiment with a range of media e.g. overlapping, layering etc.	Label Line Tone Primary Colours Secondary colours Effects Shape pattern Symbol Change Improve Abstract Natural Bold Delicate Detailed Watery Intense Strong Opaque Translucent Wash
A4 - Mix a variety of colours and know which primary colours make secondary colours. A5 Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. A6 Name different types of paint and their properties. A7 Work on a range of scales e.g. large brush on large paper etc.	A4 Mix a range of secondary colours, shades and tones. A5 - Use a developed colour vocabulary. A6 - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. A7- Work confidently on a range of scales e.g. thin brush on small picture etc.	A11 Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. A12 Design patterns of increasing complexity and repetition. A13 Print using a variety of materials, objects and techniques.	A10 -Print using a variety of materials, objects and techniques. A11 Be confident with printing on paper and fabric. A12 - To explore pattern and shape, creating designs for printing.	Surface Absorb Resist Decoration Natural Form Two-dimensional Three-dimensional Tiles Texture Grades of pencil Plan Refine Alter Tint Shade Imprint Impression Mould Background
Artist: Andy Warhol				

Yr 3 As a designer and creator

Yr 3 As a designer and creator				
Prior Knowledge – Design, make, evaluate and improve	Design, make, evaluate and improve	Prior Knowledge – Construction	Construction, Mechanics and electronics	Subject Specific Vocabulary
D1 To follow given design criteria. D2 To identify a clear purpose and target audience for the product. D3 Create final design by drawing, labelling and listing materials. D4 To create mock ups. D5 To use ICT to aid design. D6 To say how to improve their products.	D1 To use a given design criterion to inform a design of innovative, functional and appealing products fit for purpose and aimed at a specific group of people. D2 To use measurement in the design process to be followed in making process. D3 To generate ideas through discussion and annotated sketches. D4 To identify strengths and weaknesses of their design ideas. D5 Talk about how closely their finished product meets their design criteria and needs of the user.	D9 To create a lever from side to side with a paper fastener. D10 Experiment with, construct and join recycled, natural and man-made materials more confidently. D11 To create origami and pop ups.	D8 To use a tape measure to measure out and mark wood/cardboard before sawing. D9 To measure, mark out, score, shape and assemble structures. D10 To create strong, stiff shell structures. D11 To begin to use clay/plasticine/play dough and mold into shapes, use tools to shape and create patterns. D12 To create linkages with card D13 To use modrock or papier-mache to create a stiff structure. D14 Understand the safety and basic care of materials and tools. D15 To use glue gun with supervision. D16 To use a craft knife, cutting mat and safety ruler to cut and shape paper and card.	Measure Score Mark out Assemble Accurate Levers Fold Bend Hygiene Clean Safety Claw knife Peel Weight Pour Scrape Boiled
D7 To join by running stitch, over stitch, staple, weaving. D8 To use a variety of techniques to design material including weaving, sewing and fabric crayons.	D6 Dyes fabrics using tie-dye. D7 Dyes fabric using natural sources and matching colours	D12 Use senses to explore common fruit and vegetables. D13 Awareness of colour, texture, taste when choosing ingredients. D14 Bridge knife – harder foods, grating soft foods, D15 using a jug to measure liquids, D16 handling filo pastry D17 mashing, D18 crushing garlic, D19 glazing	D17 Knowledge of Eatwell Plate and a balanced diet. D18 Awareness of hygiene and safety. D19 Understand where food comes from – how it is caught or harvested. D20 Select ingredients according to their functionalities/ flavour/texture/appearance. D21 Claw knife technique – harder foods, peeling soft vegetables D22 using measuring scales D23 adding liquid to flour D24 scraping out a bowl with a spatula D25 rubbing fat into flour, D26 spreading with knife, D27 cracking and beating an egg,	Pop up Linkages Eatwell Plate Carbohydrate Protein Dairy Fruit and vegetables Fat Sugar Hygiene Safety Dye Natural Tie dye
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As a confident person

As a confident person		
To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
SL1: To begin to engage in discussions making relevant points. SL2: To begin to ask for specific additional information to clarify.	SL6: To use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. SL7: To use key words that are appropriate to the topic being discussed. SL8: To begin to ask questions about the topic.	SL11: To understand how to answer a question in a full sentence. SL12: To begin to use intonation and emphasise grammar and punctuation when speaking aloud. SL13: To share an idea or concept to a group of peers.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
SL3: To make relevant contributions to a debate. SL4: To seek clarification by actively seeking to understand others' points of view. SL5: To respectfully challenge opinions or points.	SL9: To begin to add simple humour to what you are saying. SL10: To begin to use persuasive language.	SL14: To hold eye contact and understand the importance, when someone is talking to you. SL15: To understand that facial expressions are used to communicate. SL16: To speak confidently to a class. SL17: To begin to understand and project voice. SL18: To respond appropriately to others comments. SL19: To begin to understand others facial expressions.

As a historian

As a historian			
Prior Eras	Historical Knowledge	Historical Era	Subject Specific Vocabulary
Yr 2: Significant people - Emily Davison, Marin Luther King, King Richard III, Henry VII, Henry VIII, Queen Elizabeth 2	H1 Chronological knowledge and understanding Develop chronologically secure knowledge and understanding of British, local and world history.	Change in Britain from Stone Age to Iron Age Early civilisations: Ancient Egypt	Stone Age – Civilisations Influences Pre-historic Nomads Artefacts Tools/weapons BCE, CE Local life Celts Farming Egyptians – Gods Mummification Pyramids River Nile Afterlife Pharaoh Hieroglyphic alphabet Tutankhamun Symbols Ancient
Key Concepts	Historical Concepts	A study of ...	
Invasion Settlement (Neolithic hunters and gatherers, Ancient Egyptians) Resistance and responses Sources: how do we know about the past New Walk Museum Contrast and continuity:	H2 Continuity and change Understanding how and why change occurs in history, why and how things stay the same and analysing trends H3 Cause and consequence Identify, describe reasons for and results of historical events, situations and changes studied in the past H4 Significance Understanding why some events, individuals, situations, changes, societies and periods are considered significant. H5 Similarities and differences Identify and explain similarities and differences within and across different past periods and societies. H6 Planning and carrying out a historical enquiry Understanding the methods of enquiry, including how evidence is used to make claims. H7 Historical Interpretations Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.	This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	

As a geographer

As a geographer		
Prior knowledge	Knowledge in Year 3	Subject Specific Vocabulary
Geographical Knowledge Develop knowledge of the human and physical geography of a small area of the United Kingdom. Geographical Understanding Physical Themes: use basic geographical vocabulary to refer to the physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human Themes: use basic geographical knowledge to refer to key human features, including city, town, village, farm, house, port and harbour Understanding Places & Connections Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK compared to a contrasting non- European country.	Geographical Knowledge G1. Name and locate counties, cities and geographical regions of the U.K and recognise their identifying human and physical characteristics. Geographical Understanding G2. Physical Themes: describe and understand key aspects of physical geography including earthquakes and volcanoes. G3. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles Understanding Places & Connections G4. Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K. Leicestershire compared to a different county. Geographical skills and enquiry in Year 3 G5. Use world maps, atlases and globes and digital/ computer mapping to locate countries and describe features studied. G6. Use a range of methods including sketch map, plans and graphs, and digital technologies.	Counties, East and West Midlands, Leicestershire, Nottinghamshire, Northamptonshire, Warwickshire, Derbyshire, Birmingham, West Mercia, Staffordshire, Shropshire, Herefordshire, Worcestershire, Earthquakes, volcanoes, ring of fire, flint, tinder, kindling, fuel wood, oxygen, caves, stalactites, stalagmites, (see science vocab for rocks), helictites, atlas, globes, maps, aerial photographs, landmarks, symbols, key, digital mapping, computer mapping Equator, Northern and Southern Hemisphere, Tropics, Arctic, Antarctica Rivers,

Year 3

Year 3		
Prior knowledge	Information Technology	Subject Specific Vocabulary
Information Technology Use technology purposefully to create, organise, store and manipulate.	Knowledge Use technology purposefully to create, organise, store and manipulate. (Microsoft Word) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Skills Create C1- To combine text, images and sounds and show awareness of audience C2- To copy and paste text and images into a document C3- To demonstrate ways of communicating with others online (twitter, dojo) Organise/Store C4- To save, retrieve and organise work using file and folder names Manipulate C5- To change/edit media recorded C6- To add text strings, text boxes and show and hide objects and images, manipulating the features (font and size) C7- To add websites to a favourites list C8- To use search tools to find and use an appropriate website and content C9- To use strategies, such as filters to improve results when searching online. C10- Use of predictive text/voice commands to search for results C11- To show an aware of and use a range of internet services	Information Technology audio, sound, video, movie, embed, link, file format, animate, animation, still image, loop, frame rate, record, stop, play, stop motion, stop frame. Filter Google Search engine Image

Sticky Words						
Moral Concepts			Technical Concepts			
British Values	Freedom	Justice	DT	Art	Geography	History
Democracy	Pride	Honesty	Research	Style	Environment	Chronology
Rule of law	Resilience	Belonging	Design	Media	Interconnection	Consequences
Individual liberty	Compassion	Accountability	Create	Expression	Climate	Significance
Mutual respect	Curiosity	Challenge	Technique	Technique	Sustainability	Enquiry
	Confidence	Fairness	Modify	Composition	Change	Invasion
	Adaptability	Empathy	Evaluate	Effect	Location	Settlement
	Responsibility	Courage				
Subject specific vocabulary – chosen per topic by teachers from the subject boxes above						

Year 3						
	Big Question 1- History focus	Big Question 2 – Geo focus	Big Question 3- Creative focus	Big Question 4- History focus	Big Question 5- Geo focus	Big Question 6- free topic
Question	How has the Stone Age influenced our lives today?	North, South, East and West... is England all the same?	How can I become a confident artist?	How have the Egyptians influenced our lives today?	Why does our earth cause such devastation?	FREE TOPIC
Moral application of knowledge	Development of neighbourhoods and supporting others	Respecting and valuing differences and similarities	Learning about different styles of art and respecting all being different and unique	Understanding of achievements and acknowledging own	Effects on people's lives and how we can help in emergencies	
Pre learning assessment	How did we survive in year 2? How did the first people survive? Discussion	Post it notes on a map of England. Where else do you know? What do you know about those places?	What does art mean to you? Show me!!!	Team challenge – how many character behaviours do you know? Mind map about the Egyptians	A video of an earthquake and volcano – where do these happen? Have you ever experienced one?	
Sticky words Moral concepts	Resilience Adaptability	Freedom Belonging	Curiosity Pride	Challenge Courage	Empathy Compassion	
Technical concepts	Research Technique Significance	Interconnection Location Modify	Style Technique Expression	Chronology Settlement Effect	Climate Change Environment	
Subject specific vocabulary History or Geography	Civilisations Influences Pre-historic Nomads Artefacts Tools/weapons BCE, CE Local life Celts Farming	Counties, East and West Midlands, Leicestershire, Nottinghamshire, Northamptonshire, Warwickshire, Derbyshire, Birmingham, West Mercia, Staffordshire, Shropshire, Herefordshire, Worcestershire		Gods Mummification Pyramids River Nile Afterlife Pharaoh Hieroglyphic alphabet Tutankhamun Symbols Ancient	Earthquakes, volcanoes, ring of fire, flint, tinder, kindling, fuel wood, oxygen, caves, stalactites, stalagmites, (see science vocab for rocks), helictites, atlas, globes, maps, aerial photographs, landmarks, symbols, key, digital mapping, computer mapping, Equator, Northern and Southern Hemisphere, Tropics, Arctic, Antarctica Rivers	
Subject specific vocabulary Art or DT	Art – Symbol Natural Colours Primary colours Shape pattern surface DT – Hygiene Safety Dye Natural Tie dye	Assemble Accurate	Line Tone Secondary colours Effects Change Improve Abstract Grades of pencil Shade Imprint Background Two-dimensional Three-dimensional Tiles Texture Form	Art – Decoration Bold Delicate Detailed Watery Intense Strong Opaque Translucent Wash Absorb Resist Plan Refine Alter Tint		

				Impression Mould Label DT – Levers Fold Bend Hygiene Clean Safety Claw knife Peel Weight Pour Scrape Boiled Eatwell Plate Carbohydrate Protein Dairy Fruit and vegetables Fat Sugar Measure Score Mark out Measure Score Mark out		
NC objectives – designer and creator	D17 D19 D14 D15 D6 D7	D1 D3 D4 D5 D20 D22 D23 D24 D25 D26 D27		D1 D2 D3 D4 D5 D18 D20 D21 D8 D9 D10 D12 D16	D11 D13	
NC objectives – artist	A3 A10 A11 A12		A8 A9, A1, A2,	A4 A5 A6 A7		
NC objectives – geographer		English Counties G1,G4, G5, G6			Volcanoes and Earthquakes G1, G2, G3, G5,	
NC objectives – historian	Stone Age to Iron Age H1, H2, H6			Egyptians H3, H4, H5, H7		
NC objectives – speaking and listening TEACHERS ADD OBJECTIVES	SL1 SL2 SL3 SL19 SL21	SL4 SL8 SL13 SL16 SL18	SL7 SL12 SL17 SL20 SL27	SL5 SL11 SL14 SL15 SL22 SL24	SL6 SL9 SL10 SL23 SL25 SL26	
NC objectives – computing TEACHERS ADD OBJECTIVES	C2 C3 C8 C9	C10		C1 C4 C5	C6 C7 C11	
SCIENCE Big Question taught discreetly	What do I need to survive?	Why do some materials attract and others repel?	How vital are bees for the survival of plants?	What is the difference between light and dark?	Why do we have different types of rocks?	
RE big question - up to 10 weeks	<u>How did the world begin?</u>	<u>How did the world begin?</u>	<u>How does what I believe effect my life?</u>	<u>How does what I believe effect my life?</u>	<u>Are my values more important than anyone else's?</u>	<u>Are my values more important than anyone else's?</u>
Enhancement	A pictoral flow chart (cave painting style) of the changes in that period of time	A spelling bee style competition of naming the counties. Winners to have final contest in front of others in assemble.	A representation of the style of art that you think represents your cultural heritage or your values.	An Egyptian showcase to teach peers and parents about made artefacts	A diary entry as a child affected by a natural disaster	

Awe, wonder, reciprocity through trips and visitors in year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Science							
Geography		Bradgate park orienteering					
History	Britain through Stone Age to Iron Age - Cresswell crags or Brackenhurst Nottingham			Egyptians – New walk museum			
Computing							
Art/DT			CLS Art workshop				
PE						Prices & Packages // Divergent Drama Dance work shop (moved depending on PE dance focus)	
RE					Hindu Temple		
Music	Drumming throughout the year						Live music outside of school -Leicestershire Music Summer Festival – De Montfort Hall
Other – theatre trips	British Red Cross (donate – fundraising)						