

# Kestrel Mead Sticky Learning Curriculum

## Year 4

As an artist (YEAR 4)					
Prior learning (YR 3)	Drawing	Prior learning (YR 3)	Collage	Subject Specific Vocabulary	
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.	A1. Use research to inspire drawings from memory and imagination. A2. Explore relationships between line and tone, pattern and shape, line and texture using different medias. A3 To create a portrait of another person.	A8 - Name the tools and materials they have used. A9 - Experiment with a range of media e.g. overlapping, layering etc. .	A8. Choose collage as a means of extending work already achieved.	Form Texture Tone Weight Pressure Portrait Appearance Facial features Representational Imaginary Abstract	Opaque Repeat Continuous Emblem Motif Ornamentation Geometric Stylised Abstract Shape Texture Composition Proportion Decoration Symbolic Perspective gesture
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.	A4. Make and match colours with increasing accuracy. A5. Use more specific colour language e.g. tint, tone, shade, hue. A6. Choose paints and implements appropriately. A7. Plan and create different effects and textures with paint according to what they need for the task.	A10 -Print using a variety of materials, objects and techniques including layering. A11 - To explore pattern and shape, creating designs for printing.	A9 To use marbling inks to create a pattern on paper. A10 To use tools to change the pattern in marbling paint.	Natural Swirling Memory Imagination Hue Implements marbling	Artist: Gerogia O'Keefe

As a confident person		
To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
SL1: To engage in discussions making relevant points. SL2: To ask for specific additional information to clarify.	SL8: To use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. SL9: To use key words that are appropriate to the topic being discussed. SL10: To begin to ask questions about the topic.	SL13: To understand how to answer a question in a full sentence. SL14: To use intonation and emphasise grammar and punctuation when speaking aloud. SL15: To share an idea or concept to a group of peers and explain it with detail. SL16: To begin to make links across topics.
SL3: To make relevant contributions to a debate. SL4: To ask questions in a debate. SL5: To seek clarification by actively seeking to understand others' points of view. SL6: To respectfully challenge opinions or points. SL7: To offer an alternative to people's opinion.	SL11: To use humour for the desired effect during speaking and listening activities. SL12: To use persuasive language effectively.	SL17: To use some facial expressions when performing. SL18: To be able to project my voice when talking or performing to the whole class. SL19: To use expression in voice to portray emotions. SL20: To use my facial expressions to express my character/performance. SL21: To address others comments with my own opinion. SL22: To begin to understand others body language.
To be a participant in debates	Stylistic techniques	Physical, social and emotional

Year 4		
Prior knowledge	Information Technology	Subject Specific Vocabulary
<b>Information Technology</b> 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.	<b>Knowledge</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i> <b>Skills</b> <b>Create (PowerPoint)</b> C1- To create and design a presentation C2- To present data (pictures, tables, graphs) on the presentation C3- To use spellchecker to check spellings C4- To present to an audience <b>Create (iMovie)</b> C5- To use search technologies to find pictures to create an iMovie <b>Organise/Store</b> C6- To know the difference between hardware and application software, and their roles within a computer system. <b>Manipulate</b> C7- To manipulate texts (underline, bold, centre, change text font and size) C8- To evaluate the presentation talk about a range of digital devices that can be considered a computer. C9- To specify the key words to use for the search C10- To skim and scan the results to see which one seems the most relevant C11- To distinguish between the main results and adverts presented as sponsored results.	<b>Information Technology</b> Search Skim Scan Relevant Data audio, sound, video, movie embed link animate, animation, still image record, stop, play, stop motion, stop frame.

As a geographer		
Prior knowledge	Knowledge in Year 4	Subject Specific Vocabulary
<b>Geographical Knowledge</b> Name and locate counties, cities and geographical regions of the U.K and recognise their identifying human and physical characteristics. <b>Geographical Understanding</b> Physical Themes: describe and understand key aspects of physical geography including earthquakes and volcanoes. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles <b>Understanding Places &amp; Connections</b> 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.	<b>Geographical knowledge</b> G1. Locate the world's countries, focusing on Europe (including the location of Russia) and North and South America <b>Geographical Understanding</b> G2. Physical themes: describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belt (River Nile) rivers and the water cycle G3. Human themes: describe and understand key aspects of human geography, including types of settlements and land use based on rivers <b>Understanding places and connections</b> G4. Understand geographical similarities and differences through the study of physical and human geography of a city in the UK and the Americas (compare city in North America and city in South America). <b>Geographical skills and enquiry in Year 4</b> G5. Use symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world. G6. Use fieldwork to observe, measure, record and present the human and physical features in the local area.	European countries and their capital cities. Countries in North and South America Climate zones, polar, temperate, tropical, Condensation, Evaporation, Collection, Precipitation, Desert, Ecosystem, Grasslands, Flood Plains, Freshwater, Marsh, Forests, Caves, Jungle, Meadow, Bank, Basin, Bed, Dam, Delta, Deposition, Dock, Downstream, Estuary, Meander, Mouth, Reservoir, Channels, Upstream, Transportation, Tributary, Valley, Waterfall, Canal,

Yr 4 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 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.	D1 To use measurement in the design process to be followed in making process. D2 To create cross sectional diagrams. D3 To create prototypes and edit designs.	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.	D10 To create electrical systems including buzzers and bulbs. D11 hedge hogging a mango D12 grating harder foods D13 Simple combination of using bridge and claw chopping techniques	Process Cross sectional diagrams Prototypes Edit Modify Silk Netting Strong Layering Cut Slits Bulb Bulb holders Buzzer Circuit Wire Electrical
Prior Knowledge – Materials	Materials	Prior Knowledge – Cooking	Cooking and nutrition (x3 times a year)	
D6 Dyes fabrics using tie-dye. D7 Dyes fabric using natural sources and matching colours	D4 To understand seam allowance. D5 To strengthen, reinforce and stiffen fabrics. D6 To select fabric and fastening according to functionality and aesthetics. D7 To stitch on objects to create design. D8 To use back stitch. D9 To begin to plait using a variety of textures.	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 rubbing fat into flour, D25 spreading with knife, D26 cracking and beating an egg,		

As an historian			
Prior Eras	Historical Knowledge	Historical Era	Subject Specific Vocabulary
Prior Eras	Historical Knowledge	Historical Era	Subject Specific Vocabulary
Year 3: Change in Britain from Stone Age to Iron Age Early civilisations: <b>Ancient Egypt</b> Key Concepts	<b>H1 Chronological knowledge and understanding</b> Develop chronologically secure knowledge and understanding of British, local and world history.  <b>H2 Continuity and change</b> Understanding how and why change occurs in history, why and how things stay the same and analysing trends <b>H3 Cause and consequence</b> Identify, describe reasons for and results of historical events, situations and changes studied in the past <b>H4 Significance</b> Understanding why some events, individuals, situations, changes, societies and periods are considered significant. <b>H5 Similarities and differences</b> Identify and explain similarities and differences within and across different past periods and societies.	The Romans and Roman Britain, Ancient Greece A study of ... <b>1, The Roman Empire and its impact on Britain:</b> This could include: <i>Julius Caesar's attempted invasion 55-54BC</i> <b>The Roman Empire by AD42 and the power of its army including Hadrian's Wall</b> <b>British Resistance – Boudica</b> <b>Romanisation of Britain:</b> <i>Sites such as Caerwent</i> <i>The impact of technology, culture and beliefs (incl. early Christianity)</i> <b>Lesson - Chn should be taught about diverse backgrounds of soldiers and traders in Britain from across Roman empire (CPD History workshop 1 on SDrive)</b> <b>2, A study of Greek life and achievements and their influence on the western world. Could include Athens, Sparta, the Olympics, Gods and Goddesses, Trojan war, daily life in Ancient Greece</b> <b>3, A local history Study</b> <b>A depth study of one of the areas of study listed Jewry Wall and Roman Leicester</b>	Greeks – Toga Aquila Greek empire Gods Olympics Alexander the Great Athens Sparta Greek alphabet Architecture  Romans – Gladiator Amphitheatre Chariot Emperor Coliseum Centurion Roman army Roman numerals Julius Caesar Boudicca
<b>Invasion (Romans in Britian)</b> <b>Settlement (Romans in Britian)</b> <b>Resistance and responses (Boudica)</b> <b>Sources: how do we know about the past Jewry wall</b> <b>Contrast and continuity:</b> <i>Rome and pre-iron age Britain (y3)</i> <i>Rome and Ancient Egypt</i>	<b>H6 Planning and carrying out a historical enquiry</b> Understanding the methods of enquiry, including how evidence is used to make claims. <b>H7 Historical Interpretations</b> Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.		

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		Evaluate	Composition	Change	Invasion
	Adaptability	Empathy		Modify	Effects	Location	Settlement
	Responsibility	Courage					
Subject specific vocabulary – chosen per topic by teachers from the subject boxes above							

Year 4						
	Big Question 1- History focus	Big Question 2 – Geo focus	Big Question 3- History focus	Big Question 4- Creative focus	Big Question 5- Geo focus	Big Question 6- free topic
<b>Question</b>	<b>How have the Greeks influenced our lives today?</b>	<b>Why should we save the rainforests?</b>	<b>How have the Romans influenced our lives today?</b>	<b>How can I become a creative designer?</b>	<b>What's happening to the world's waters?</b>	
<b>Moral application of knowledge</b>	Understanding the achievements of the Greeks and how they influenced our lives today	Understanding what would happen if the rainforests disappeared and how this would affect our lives	Understanding how the Roman's created Leicester and its impact on our lives today.	To understand different styles and techniques within textiles.	To understand the importance of climate change on the world's waters and the impact this will have on our lives.	
<b>Pre learning assessment</b>	<b>What do you know about the Greeks?</b>	<b>Clip from Our Planet. Why are our rainforests important?</b>	<b>What do you know about Romans? What do you know about Leicester? Mindmap</b>	<b>What jobs do your families do? Grandparents? Great grandparents? What are the trades of Leicester?</b>	<b>Group timed challenge labelling oceans and rivers. Last 5 minutes with an atlas.</b>	
<b>Sticky words</b> <b>Moral concepts</b>	Curiosity Adaptability	Accountability Resilience	Fairness Confidence	Pride Challenge	Responsibility Empathy	
<b>Technical concepts</b>	Significance Enquiry Evaluate	Climate Sustainability Composition	Chronology Invasion Expression	Research Technique Create	Environment Change Media	
<b>Subject specific vocabulary</b> <b>History or Geography</b>	Toga Aquila Greek empire Gods Olympics Alexander the Great Athens Sparta Greek alphabet Architecture	Countries in North and South America Climate zones, polar, temperate, tropical, Ecosystem,	Gladiator Amphitheatre Chariot Emperor Coliseum Centurion Roman army Roman numerals Julius Caesar Boudicca	Similarities/differences against the romans and what they wore.	Grasslands, Flood Plains, Freshwater, Marsh, Forests, Caves, Jungle, Meadow, Bank, Basin, Bed, Dam, Delta, Deposition, Dock, Downstream, Estuary, Meander, Mouth, Reservoir, Channels, Upstream, Transportation, Tributary, Valley, Waterfall, Canal, Condensation, Evaporation, Collection, Precipitation, Desert, Ecosystem,	
<b>Subject specific vocabulary</b> <b>Art or DT</b>	<b>D&amp;T</b> Mixing Grate Cut Coating <b>Art</b> Implements Marbling Form Proportion Shape Repeat Swirling Continuous Emblem	<b>Art</b> Tone Hue Abstract texture	<b>Art</b> Weight Pressure Portrait Appearance Facial features Representational Imaginary Imagination	<b>D&amp;T</b> Process Cross sectional diagrams Prototypes Edit Modify Silk Netting Strong Layering Cut Slits Material Durability Stitch Join Back stitch Felt Polyester secure	<b>Art</b> Opaque Emblem Motif Ornamentation Stylised Texture Composition Decoration Symbolic Perspective gesture	
<b>NC objectives – designer and creator</b>	<b>D1</b> D12 D13 Enrichment day – Greek salad			D1 D2 D3 D4 D5 D6 D7 D8 D9 (see DT Long term plan for coverage in Science and character fortnight week)		

NC objectives – artist	A2 (A9 A10 – journaling)	A4 A5 A6	A1 A3		A7 A8	
NC objectives – geographer		G1, G4			G2, G3, G5, G6	
NC objectives – historian	H2, H5, H6, H7		H1, H2, H3, H4, H6, H7			
NC objectives – speaking and listening <b>TEACHERS ADD OBJECTIVES</b>	<b>iMovie</b> SL14 – intonation <b>Discussion/ research</b> SL1 – discussions SL9: To use key words that are appropriate to the topic being discussed. SL10: To begin to ask questions about the topic. SL13: To understand how to answer a question in a full sentence.	<b>Debate</b> SL3: To make relevant contributions to a debate. SL4: To ask questions in a debate. SL5: To seek clarification by actively seeking to understand others’ points of view. SL6: To respectfully challenge opinions or points. SL7: To offer an alternative to people’s opinion. <b>Exit point</b> SL12: To use persuasive language effectively.	<b>Discussion/ research</b> SL2: To ask for specific additional information to clarify. SL16: To begin to make links across topics. SL21: To address others comments with my own opinion. SL22: To begin to understand others body language.	<b>Performance</b> SL17: To use some facial expressions when performing. SL18: To be able to project my voice when talking or performing to the whole class. SL19: To use expression in voice to portray emotions. SL20: To use my facial expressions to express my character/performance.	<b>Discussion/ research</b> SL15: To share an idea or concept to a group of peers and explain it with detail. SL8: To use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. SL11: To use humour for the desired effect during speaking and listening activities.	
NC objectives – computing <b>TEACHERS ADD OBJECTIVES</b>	<b>Create (iMovie)</b> C5- To use search technologies to find pictures to create an iMovie <b>Manipulate</b> C9- To specify the key words to use for the search C11- To distinguish between the main results and adverts presented as sponsored results.	<b>Create (PowerPoint) (rainforest destruction)</b> C1- To create and design a presentation C2- To present data (pictures, tables, graphs) on the presentation C4- To present to an audience	<b>Manipulate</b> C10- To skim and scan the results to see which one seems the most relevant C9- To specify the key words to use for the search	<b>Create (iMovie) Making of the purse</b> C5- To use search technologies to find pictures to create an iMovie <b>Organise/Store (How textiles were made vs how they are now)</b> C6- To know the difference between hardware and application software, and their roles within a computer system. - To evaluate the presentation talk about a range of digital devices that can be considered a computer.c8	<b>Create (PowerPoint)</b> C1- To create and design a presentation C7- To manipulate texts (underline, bold, centre, change text font and size) C3- To use spellchecker to check spellings C4- To present to an audience	
SCIENCE Big Question taught discreetly	What happens to the food we eat?	How can a change in environment cause problems?	Can electricity actually run?	Why do we have different sounds?	What effect does temperature have on the world around us?	
RE big question - up to 10 weeks	<b><u>How is love celebrated?</u></b>	<b><u>How is love celebrated?</u></b>	<b><u>How can I inspire others?</u></b>	<b><u>How can I inspire others?</u></b>	<b>Why do different religions treat their sacred texts differently?</b>	<b>Why do different religions treat their sacred texts differently?</b>
Enhancement	Debate the question	Persuasive letter to local MP about climate change	Video summary of the history of Leicester	Textiles outcome	Campaign for water aid	

Awe, wonder, reciprocity through trips and visitors in year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Dentist in school	Pond-dipping (Hamilton)			Green belt (Hamilton)	
Geography						
History			Jewry wall museum /tour of Roman Leicester	British Museum London		
Computing						
Art/DT				Textile/design expert		
PE						Go ape/Outdoor pursuits/Beaumanor hall
RE/reciprocity	Gurdwara				Water aid charity	
Music						
Other – theatre trips						