

Kestrel Mead Sticky Learning Curriculum

Year 3

Yr 3 As a designer and creator					
Big Questions in Year 3: How have the Stone Age influenced our lives today? (materials) North,South, East, West is England all the same? (cooking) How have the Egyptians influenced our lives today? (cooking) Why does our Earth cause such devastation? (construction and mechanics)					
Enrichment:					
Prior Knowledge – Design, make, evaluate and improve	Design, make, evaluate and improve	Prior Knowledge – Construction	Construction, Mechanics and electronics	Subject Specific Vocabulary	
D1 To evaluate current similar products. D2 To identify a clear purpose using given design criteria. D3 To plan my own product. D4 To practise skills or create a mock up. D5 To use ICT to aid design. D6 To say what I like and don’t like about my product. D7 To say how to improve their products.	D1 To research and evaluate current similar products. D2 To design a functional product using a given design criteria. D3 To plan my own product using annotated sketches. D4 To practice skills or create a prototype. D5 To use ICT to aid design. D6 To identify strengths and weaknesses of their product. D7 To evaluate the finished product to identify how well it meets their design.	D8 To use joining techniques which allow movement – eg split pins. D9 To build structures and explore how to make it stronger, stiffer and more stable using glue and tape.	-	Structure Strength	Dye Natural sources Tie dye Flavour Texture Appearance Blend Mix bake
Prior Knowledge – Materials	Materials	Prior Knowledge – Cooking	Cooking and nutrition	Hugo Pineda (tie dye)	
D11 To sew using running stitch, . D12 To use fabric crayons. D13 To use weaving techniques with materials.	D8 Dyes fabrics using tie-dye. D9 Dyes fabric using natural sources and matching colours	D11 To chop ingredients using the bridge technique D12 To develop knowledge of colour, texture, taste when choosing ingredients. D13 To understand where food comes from To understand how seasons affect fruit and vegetables grown around the world. D14 To develop knowledge of the Eatwell Plate and a balanced diet. D15 To have an awareness of hygiene and safety.	D10 Select ingredients according to their functionalities/ flavour/texture/appearance. D11 To use equipment to blend ingredients. D12 To mix ingredients in a bowl. D13 To use ovens to bake		

As an artist (YEAR 3)					
Big Question in Year 3: How has life changed since it first began? What is ‘art’ around the world? Where do our character behaviours stem from?					
Enrichment: CLS Art workshop					
Prior Knowledge	Drawing	Prior learning (YR 1)	Collage	Sculpture	Subject Specific Vocabulary
A1 - Use a variety of media, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. A2 - Begin to explore the use of line, shape and colour.	A1 - To understand and use different grades of pencil. A2 - To edit their drawings to make improvements. Portraits skills Year 3&4-Outline of the features of the face i.e. eyes, nose and mouth, moving on to eyebrows and eyelashes. Placing the key features appropriately on the face. Beginning to learn the skills needed to draw realistic hair (exposure).	A6 - Name and use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper. A7- Sort materials according to specific qualities, e.g. warm, cold, smooth, and shiny. A9 - cut or tear material and glue on paper.	A3. To use overlapping skills to create a collage.	A5. To create strong shell structures. A6. To use papier-mache to create a stiff structure. A7. To add clay pieces to my sculpture. A8To use tools to create patterns. A9 To make shapes with clay by rolling, squeezing and molding.	Drawing Line Tone Shape Delicate Grades of pencil Shade Tint Shade Change Improve Plan Refine Collage Texture overlap cut Tear Foreground Background Printing Imprint Tiles Surface Sculpture Structure Clay Mould Three-dimensional Detailed Alter
Prior Knowledge	Painting	Prior learning (YR 2)	Printing		
		A6 - To create prints using mono printing on paper and fabric	A4 - To explore pattern and shape, creating designs using block printing.		
					Artist linked to Sticky Curriculum: Yayoi Kusama
					Artist in focus week: David Hockney

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. Historical Enquiry 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		
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 Earthquakes, volcanoes Latitude, Northern Hemisphere, Southern Hemisphere, tropics, Arctic circle, Antarctic circle Eight point compass, NE, SE, NW, SW landmarks, symbols, key, atlas, aerial photographs, digital mapping

	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.	Information Technology <i>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</i>
	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	

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

Year 3					
	Big Question 1 – Geo focus	Big Question 2- History focus	Big Question 3- Creative focus	Big Question 4- Geo focus	Big Question 5- History focus
Question	Why does our earth cause such devastation?	How has the Stone Age influenced our lives today?	Is it more important to enjoy art or impress others?	North, South, East and West... is England all the same?	How have the Egyptians influenced our lives today?
<i>Moral application of knowledge</i>	Effects on people’s lives and how we can help in emergencies	Development of neighbourhoods and supporting others	Learning about different styles of art and respecting all being different and unique	Respecting and valuing differences and similarities	Understanding of achievements and acknowledging own
Pre learning assessment	A video of an earthquake and volcano – where do these happen? Have you ever experienced one?	How did we survive in year 2? How did the first people survive? Discussion	What does art mean to you? Show me!!!	Post it notes on a map of England. Where else do you know? What do you know about those places?	Team challenge – how many character behaviours do you know? Mind map about the Egyptians
<u>Sticky words</u> Moral concepts	Empathy Compassion	Resilience Adaptability	Curiosity Pride	Freedom Belonging	Challenge Courage
Technical concepts	Climate Change Environment	Research Technique Significance	Style Technique Expression		Chronology Settlement Effect
Subject specific vocabulary History or Geography	Earthquakes, volcanoes Latitude, Northern Hemisphere, Southern Hemisphere, tropics, Arctic circle, Antarctic circle Eight point compass, NE, SE, NW, SW landmarks, symbols, key, atlas, aerial photographs, digital mapping	Civilisations Influences Pre-historic Nomads Artefacts Tools/weapons BCE, CE Local life Celts Farming		Eight point compass, NE, SE, NW, SW landmarks, symbols, key, atlas, aerial photographs, digital mapping	Gods Mummification Pyramids River Nile Afterlife Pharaoh Hieroglyphic alphabet Tutankhamun Symbols Ancient
Subject specific vocabulary Art or DT	Sculpture Structure Clay Mould Three-dimensional Detailed Alter	Drawing Line Tone Shape Delicate Grades of pencil Shade Tint Shade Change Improve Plan Refine Dye Natural sources Tie dye	Collage Texture overlap cut Tear Foreground Background Printing Imprint Tiles Surface Sculpture Structure Clay Mould Three-dimensional Detailed Alter	Flavour Texture Appearance Blend Mix bake	Flavour Texture Appearance Blend Mix bake
NC objectives – designer and creator		D1-7 D8 D9		D1-D7 D10 D11 D12	D1-D7 D10 D12

NC objectives – artist	A5 A6 A7 A8 A9	A1 A2	A3 A4 A5 A6 A7 A8 A9		
NC objectives – geographer	Volcanoes and Earthquakes G1, G2, G3, G5,			English Counties G1,G4, G5, G6	
NC objectives – historian		Stone Age to Iron Age H1, H2, H6			Egyptians H3, H4, H5, H7
NC objectives – speaking and listening	SL6 SL9 SL10 SL23 SL25 SL26	SL1 SL2 SL3 SL19 SL21	SL7 SL12 SL17 SL20 SL27	SL4 SL8 SL13 SL16 SL18	SL5 SL11 SL14 SL15 SL22 SL24
NC objectives – computing	C6 C7 C11	C2 C3 C8 C9		C10	C1 C4 C5
Enhancement	A spelling bee style competition of naming the counties. Winners to have final contest in front of others in assemble.	A pictoral flow chart (cave painting style) of the changes in that period of time	A representation of the style of art that you think represents your cultural heritage or your values.	A diary entry as a child affected by a natural disaster	An Egyptian showcase to teach peers and parents about made artefacts