Kestrel Mead Sticky Learning Curriculum

Year 4

As an artist (YEAR 4)

Big Question in Year 4: **How have the Greeks influenced our lives today?**
Why should we save the rainforests?
How have the Romans influenced our lives today?
What's happening to the world's waters?

Enrichment:

Prior Knowledge	Drawing	Prior learning (YR 3)	Collage	Subject Specific Vocabulary	
A1 - To understand and use different grades of pencil. A2 - To edit their drawings to make improvements.	A1. Use research to inspire drawings A2. Explore relationships between line and tone, pattern and shape, line and texture using different medias. **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).**	A7. To use overlapping skills to create a collage.	A4. To use layering skills to create a collage.	**Drawing** Pressure Portrait Appearance Facial features Tone Line Media Pattern Shape Proportion Weight form	**Collage** Texture Layering Foreground Background Middle ground Repeat Shape **Painting** Tone Tint Shade wash Form Foreground Background Middle ground

Prior Knowledge	Painting	Prior learning (YR 3)	Printing		
A3 Name different types of paint and their properties. A4- Work confidently on a range of scales e.g. thin brush on small picture, large brushes on a larger scale. A5 - Create different textures, e.g. mixing paint with sand, glue or sawdust.	A3. Plan and create different effects with paint using own ideas. A4 Mix a range colours and types of paint adding white, grey and black to create different tints, tones and shades. A5. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. A6. To develop knowledge and vocabulary of the colour wheel.			Artist linked to Sticky Curriculum: Henri Rousseau	Artist in focus week: Van Gogh

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	Year 4		
Prior knowledge	Information Technology		Subject Specific Vocabulary

Information Technology
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.

Knowledge
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
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Skills
Create (PowerPoint)
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
Create (iMovie)
C5- To use search technologies to find pictures to create an iMovie
Organise/Store
C6- To know the difference between hardware and application software, and their roles within a computer system.
Manipulate
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.

Information Technology
Search
Skim
Scan
Relevant
Data
audio,
sound,
video,
movie
embed
link
animate,
animation,
still image
record,
stop,
play,
stop motion,
stop frame.

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.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
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.

As an historian

Prior Eras	Historical Knowledge	Historical Era	Subject Specific Vocabulary
Year 3: Change in Britian from Stone Age to Iron Age Early civilisations: **Ancient Egypt**	**H1 Chronological knowledge and understanding** Develop chronologically secure knowledge and understanding of British, local and world history.	The Romans and Roman Britain, Ancient Greece	Greeks – Toga Aquila Greek empire Gods Olympics Alexander the Great Athens Sparta Greek alphabet Architecture
Key Concepts	**Historical Concepts**	A study of …	
Invasion (Romans in Britian) **Settlement** (Romans in Britian) **Resistance and responses** (Boudica) **Sources: how do we know about the past** Jewry wall **Contrast and continuity:** Rome and pre-iron age Britain (y3) Rome and Ancient Egypt	**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.	**1, The Roman Empire and its impact on Britain:** This could include: *Julius Caesar's attempted invasion 55-54BC* **The Roman Empire by AD42 and the power of its army The successful invasion by Claudius and conquest, including Hadrian's Wall British Resistance – Boudica Romanisation of Britain:** *Sites such as Caerwent The impact of technology, culture and beliefs (incl. early Christianity)* **Lesson - Chn should be taught about diverse backgrounds of soldiers and traders in Britain from across Roman empire (CPD History workshop 1 on SDrive) 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 3, A local history Study** A depth study of one of the areas of study listed Jewry Wall and Roman Leicester	Romans – Gladiator Amphitheatre Chariot Emperor Coliseum Centurion Roman army Roman numerals Julius Caesar Boudicca
	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.			

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<tr><td colspan="3" align="center">As a geographer in Year 4</td></tr>
<tr><td>Prior knowledge</td><td align="center">Knowledge in Year 4</td><td>Subject Specific Vocabulary</td></tr>
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Geographical Knowledge
Name and locate counties, cities and geographical regions of the U.K and recognise their identifying human and physical characteristics.
Geographical Understanding
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
Understanding Places & Connections
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.

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Geographical knowledge
Locate the world's countries, focusing on Europe (including the location of Russia) and North and South America
Geographical Understanding
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
Human themes: describe and understand key aspects of human geography, including types of settlements and land use based on rivers
Understanding places and connections
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).

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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,

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<td align="center">Geographical skills and enquiry in Year 4</td>
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<td>Use world maps, atlases and globes and digital/ computer mapping to locate countries and describe features studied.</td>
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Yr 4 As a designer and creator

Big Questions in Year 4: How have the greeks influenced our lives today? (cooking)
How can I become a creative designer? (Materials, mechanics and electronics)
How have the Romans influenced our lives today? (cooking)

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 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.	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 create strong shell structures. D9 To use papier-mache to create a stiff structure.	D8 To create electrical systems including buzzers and bulbs within a product. D9 To use gears or levers	Fastening Aesthetics Over stitch Claw technique Knead Proving Shallow fry
Prior Knowledge – Materials	Materials	**Prior Knowledge –** Cooking	Cooking and nutrition	Electrical systems Circuit Product Gears Levers
D10 Dyes fabrics using tie-dye. D11 Dyes fabric using natural sources and matching colours D11 To sew using running stitch, . D12 To use fabric crayons. D13 To use weaving techniques with materials.	D10 To select fabric and fastening according to functionality and aesthetics. D11 To stitch on objects to create design. D12 To use over stitch D13 To use running stitch	D12 Select ingredients according to their functionalities/ flavour/texture/appearance. D13 To use equipment to blend ingredients. D14 To mix ingredients in a bowl. D15 To use ovens to bake	D14 To chop ingredients using the claw technique D15 To knead dough. D16 To understand the need for proving using yeast. D17 To develop use of the hob to shallow fry.	

Sticky Words							
Moral Concepts				**Technical Concepts**			
British Values	Freedom	Justice		**DT**	**Art**	**Geography**	**History**
Democracy Rule of law Individual liberty Mutual respect	Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Honesty Belonging Accountability Challenge Fairness Empathy Courage		Research Design Create Technique Evaluate Modify	Style Media Expression Technique Composition Effects	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 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
Question	**How have the Greeks influenced our lives today?**	**Why should we save the rainforests?**	**How have the Romans influenced our lives today?**	**How can I become a creative designer?**	**What's happening to the world's waters?**	
Moral application of knowledge	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.	
Pre learning assessment	**What do you know about the Greeks?**	**Clip from Our Planet. Why are our rainforests important?**	**What do you know about Romans? What do you know about Leicester? Mindmap**	**What jobs do your families do? Grandparents? Great grandparents? What are the trades of Leicester?**	**Group timed challenge labelling oceans and rivers. Last 5 minutes with an atlas.**	
Sticky words Moral concepts	Curiosity Adaptability	Accountability Resilience	Fairness Confidence	Pride Challenge	Responsibility Empathy	

Technical concepts	Significance Enquiry Evaluate (Greek salad lesson)	Climate Sustainability Composition	Chronology Invasion Expression	Research Technique Create	Environment Change Media	
Subject specific vocabulary History or Geography	Toga Aquila (Gods lessons)	Countries in North and South America Climate zones, polar, temperate, tropical, Ecosystem,	Tunic R Gladiator R Amphitheatre R Chariot R Circus Maximus R Coliseum R Aqueduct R Mosaic R Arch R Hypocaust R Empire Republic R Emperor R Senate R Claudius/Hadrian/Honorius R Testudo R Legionary R Centurion R		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,	
Subject specific vocabulary Art or DT	Claw technique	**Collage** Texture Layering Foreground Background Middle ground Repeat Shape	**Art** Weight Pressure Portrait Appearance Facial features Knead Proving Shallow fry	**D&T** Fastening Aesthetics Over stitch Electrical systems Circuit Product Gears Levers	**Art** **Painting** Tone Tint Shade wash Form Foreground Background Middle ground	
NC objectives – designer and creator	D1-7 D14		D16 D17	D1-D13		
NC objectives – artist		A4	Portrait		A5 A6 A7	
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	**iMovie** SL14 – intonation **Discussion/ research** 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.	**Debate** 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. **Exit point** SL12: To use persuasive language effectively.	**Discussion/ research** 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.	**Performance** 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.	**Discussion/ research** 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	**Create (iMovie)** C5- To use search technologies to find pictures to create an iMovie **Manipulate** C9- To specify the key words to use for the search C11- To distinguish between the main results and adverts presented as sponsored results.	**Create (PowerPoint) (rainforest destruction)** C1- To create and design a presentation C2- To present data (pictures, tables, graphs) on the presentation C4- To present to an audience	**Manipulate** 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	**Create (iMovie) Making of the purse** C5- To use search technologies to find pictures to create an iMovie **Organise/Store** C6- To know the difference between hardware and application software, and their roles within a computer system. C8- To evaluate the presentation talk about a range of digital devices that can be considered a computer.	**Create (PowerPoint)** 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	
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**	