

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 2)	Collage	Sculpture	Subject Specific Vocabulary	
	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).		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. A8 To 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			
			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 Egyptians – Gods Mummification Pyramids River Nile Afterlife Pharaoh Hieroglyphic alphabet Tutankhamun Symbols Ancient
Key Concepts		Historical Concepts	A study of ...
Invasion (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.	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
		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.	

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.	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
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.	

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
Question	How has the Stone Age influenced our lives today?	Why does our earth cause such devastation?	How can I become a confident artist? (Maybe rename question)	How have the Egyptians influenced our lives today?	North, South, East and West... is England all the same?
Moral application of knowledge	Development of neighbourhoods and supporting others	Effects on people's lives and how we can help in emergencies	Learning about different styles of art and respecting all being different and unique	Understanding of achievements and acknowledging own	Respecting and valuing differences and similarities
Pre learning assessment	How did we survive in year 2? How did the first people survive? Discussion	A video of an earthquake and volcano – where do these happen? Have you ever experienced one?	What does art mean to you? Show me!!!	Team challenge – how many character behaviours do you know? Mind map about the Egyptians	Post it notes on a map of England. Where else do you know? What do you know about those places?
Sticky words Moral concepts	Resilience Adaptability	Empathy Compassion	Curiosity Pride	Challenge Courage	Freedom Belonging
Technical concepts	Research Technique Significance	Climate Change Environment	Style Technique Expression	Chronology Settlement Effect	
Subject specific vocabulary History or Geography	Civilisations Influences Pre-historic Nomads Artefacts Tools/weapons BCE, CE Local life Celts Farming	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		Gods Mummification Pyramids River Nile Afterlife Pharaoh Hieroglyphic alphabet Tutankhamun Symbols Ancient	Eight point compass, NE, SE, NW, SW landmarks, symbols, key, atlas, aerial photographs, digital mapping
Subject specific vocabulary Art or DT	Drawing Line Tone Shape Delicate Grades of pencil Shade Tint Shade Change Improve Plan Refine Dye Natural sources Tie dye	Sculpture Structure Clay Mould Three-dimensional Detailed Alter	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 D12	D1-D7 D10 D11 D12
NC objectives – artist	A1 A2	A5 A6 A7 A8 A9	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 TEACHERS ADD OBJECTIVES	SL1 SL2 SL3 SL19 SL21	SL6 SL9 SL10 SL23 SL25 SL26	SL7 SL12 SL17 SL20 SL27	SL5 SL11 SL14 SL15 SL22 SL24	SL4 SL8 SL13 SL16 SL18
NC objectives – computing TEACHERS ADD OBJECTIVES	C2 C3 C8 C9	C6 C7 C11		C1 C4 C5	C10
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?	
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>
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