



**New City Primary School Foundation Curriculum Overview: Year 3**  
**Summer 1 2016/2017**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>History</b> <b>Ancient civilisation</b> <b>Ancient Egypt</b>	To know when Ancient Egyptians were around using a timeline.	To understand how the Ancient Egyptians recorded information using hieroglyphic	To understand why Egyptians lived where they did understanding the importance of the river for life in Ancient Egypt.	To identify the main Egyptian Gods. To know the main religions of the modern world.	To understand the process of mummification. To identify the different stages of mummification.	To evaluate and recap on what we have learnt.
<b>Art</b> <b>Can We Change Places</b>	<b>Focus: Sculpture</b> <b>Design a sculpture for chosen site/area</b> <b>Artists: Antony Gormley's, Tony Cragg, Louise Nevelson 'Angel of the North'</b>	To investigate the work of these artists and make sketches of favourite aspects	To investigate the skills used by these artists.  Children to use these skills in their work.	To design and create artwork similar to the work of the key artists.	To design and create artwork similar to the work of the key artists.	To evaluate work and plan improvements.
<b>DT</b>	To investigate the product. <b>What is the product used for? How does it work?</b>	To explore a range of techniques in order to make it work. <b>How can we recreate the product? What materials/tools should we use?</b>	To explore a range of techniques in order to make it work. <b>How can we recreate the product? What materials/tools should we use?</b>	To explore a range of techniques in order to make it work. <b>How can we recreate the product? What materials/tools should we use?</b>	To design a money container.	To design a money container.
<b>RE</b> <b>How are special symbols used in Religion</b>	To identify the meaning of everyday signs and symbols.	To express symbolism through actions. <b>(Shaking hands)</b>	To identify symbolism in Christian worship,	To identify symbolism in Sikh worship	To identify symbolism in Muslim worship	To identify symbolism in Hindu worship

<b>PHSCE</b> <b>Children's Right-Human Rights</b>	To explain the difference between wants, needs and rights.	To understand that rights come with responsibilities.	To qualify and justify what I think after listening to the views of others.	To recognise what is fair and unfair.	To identify the consequences of racism and bullying.	To discuss consequences
<b>PE</b>	<u>Strike and Field</u> Catching <u>Gymnastics</u> Balance	<u>Strike and Field</u> Throwing <u>Gymnastics</u> Travelling	<u>Strike and Field</u> Fielding <u>Gymnastics</u> Partner Balance	<u>Strike and Field</u> Batting <u>Gymnastics</u> Rolling	<u>Strike and Field</u> Playing <u>Gymnastics</u> Mirroring and Matching	<u>Strike and Field</u> Playing <u>Gymnastics</u> Balancing on Apparatus
<b>Music</b> <b>RnB/Hip Hop/Rap</b> <b>ECAM -whole class Ukulele lessons</b>	<u>RnB/Hip Hop/Rap</u> <u>Artist: Ray Charles</u> The children will listen to a range of music from this artist and explain the variety of sounds.	<u>Improvisation</u> Slow and Fast	<u>Improvisation</u> Pitched and un-pitched Solos	<u>Improvisation</u> Mood specific Improvisation.	<u>Improvisation</u> Mood specific Improvisation.	<u>Improvisation</u> Mood specific Improvisation.