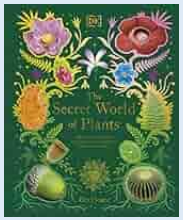
St. Wilfrid's CE Primary Academy Curriculum Overview 2026-2027
Year 3

Term:	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Focus Theme:	**Beneath my feet**	**Mechanical Marvels!**	**Valley of the Kings**		**From Plants to Plates**	
Focus Theme Summary	*"**Beneath My Feet**" takes children on an exploration of the Earth's layers, focusing on rocks and soils in their science unit. Children learn about the pioneering paleontologist Mary Anning and her contributions to fossil discovery, connecting history with their scientific studies. The focus text **'The Fossil Hunter' by Kate Winter** deepens their understanding of Mary Anning's life and work. In art, children create a fabric panel inspired by contemporary artist Alma Thomas , blending earth tones and textures. A Rocks and Fossils workshop provides a hands-on experience, allowing children to examine real specimens and solidify their knowledge of the natural world beneath their feet.*	*"**Mechanical Marvels**" links to science and engages children in the wonders of forces and magnets through hands-on exploration. Also linked to their Design Technology unit on 'Making things move,' children delve into pneumatics to understand how movement is created. The focus **text 'The Iron Man' by Ted Hughes** sparks their imagination and ties in with their learning on machinery and mechanics. An Iron Man Drama workshop allows children to bring the story to life, deepening their understanding of the scientific concepts by physically exploring the ideas of force, motion, and mechanical power in a creative and interactive way.*	*"**Valley of the Kings**" transports children back to the time of Ancient Egypt, where they explore the fascinating history of this ancient civilisation. Through their history unit, they delve into the lives of pharaohs, mummies, and the rich culture of the Egyptians. The focus text **'Secrets of the Sun King' by Emma Carroll,** adds a layer of mystery and adventure to their learning. In art, children explore Ancient Egyptian printing techniques, drawing inspiration from the intricate designs of William Morris. An Ancient Egyptian workshop further enriches their learning, offering hands-on experiences with artifacts, hieroglyphics, and the iconic practices of this storied civilization.*		*__From Plants to Plates__ invites children to explore the incredible journey food takes from its origins in nature to their dinner table. Through their geography unit, they investigate where different foods come from around the world, how climate and land use affect food production, and the importance of Fair Trade and food sustainability. The thought-provoking text **The Great Food Bank Heist** deepens their understanding of food inequality and inspires discussion around fairness and community support. In science, children explore the world of plants, learning how they grow and the vital role they play in our ecosystems and diets. Linked to this, design and technology lessons challenge pupils to design and prepare their own healthy sandwich, using ingredients they've researched and carefully selected. A visit to Kenyon Hall Farm brings the topic to life, giving children the opportunity to see food growing first-hand, explore how local farms operate, and understand the importance of seasonal produce.*	
Hook:	**Fossil collection**	**CSI Metal Crime Scene**	**Hieroglyph Hunt** treasure hunt using hieroglyph cards that must be decoded using a simple key. The final clue reveals the title of the topic: *Valley of the Kings.*		**The Mystery Plate Challenge** Reveal a covered plate with photos of different foods "How do all these things grow? Where do they come from? And how does it all get here?"	
Home Learning Project	**Soil Layers in a jar**	**Moving Monsters (Junk modelling)**	**Mummification**		**Grow Something at Home** Grow herbs, cress, beans, or a vegetable in a pot. Keep a simple plant diary with drawings or photos	
Showcase	**Fossil Discovery Museum**	**Share their openers…** for 'The Iron Man' another class	**Egyptian Exhibition**		**From Plants to Plates in Limericks – poetry showcase**	
Focus Theme Enrichment	**Rocks and Fossil Workshop**	**The Iron Man Drama Workshop**	**Ancient Egyptian Visitor and Workshop**		**Kenyon Hall Farm**	

Subject Area:	Autumn Term		Spring Term		Summer Term	
Focus Reading Text:	**The Fossil Hunter** by Kate Winter 	**The Iron Man** by Ted Hughes 	**Weslandia** by Paul Fleischman **Cinderella of the Nile** by Beverley Naidoo 	**Secrets of the Sun King** by Emma Carrol 	**The Secret World of Plants** by Ben Hoare  	**The Great (Food) Bank Heist** by Onjali Q. Raúf
English Poetry	**Read and Analyse and Recite:** Fossils by Eileen R. Meyer	**Read, Analyse and Compose:** **Classic:** Life Doesn't Frighten Me by Maya Angelou	**Read and Analyse and Compose** **Poetic forms and device:** Kennings	**Read, Analyse and Recite - Narrative:** Owl and the Pussycat by Edward Lear	**Read, Analyse and Compose:** Playing with Plants and Food! Limericks	**Read and Analyse:** Sandwich By Valerie Bloom
English Writing Focus:	**(NF) Baseline: Letter** *Aspirations (informal)* **(NF) Biography:** Mary Anning *(formal)* **(NF) Newspaper Report Recount:** "Girl Makes Jurassic Discovery on Lyme Regis Beach!" *(informal/formal)*	**(N) Narrative:** Alternative story opener based on The Iron Man *(informal)* **(NF) Explanation:** How to capture the Iron Man **(P) Descriptive poem:** (based on Life Doesn't Frighten Me)	**(N) Narrative:** Own story about a character who creates their own civilisation (based on Westlandia) *(informal)* **(P) Kennings:** Ancient Egypt **(N) Literary description -** Egyptian Cinderella character description for one of the servants, including a short conversation between the characters on the boat. *(formal/informal)*	**(NF) Procedure Instructions:** How to Mummify a Dear Friend *(formal)* **(N) Play scripts**: Secrets of the Sun King – scene discovering the tomb's entrance. *(informal)* **(N) Literary description -** Setting description of train station in Secrets of a Sun King *(formal)*	**(NF) Information Report:** Fascinating Plant **(P) Limericks:** Playing with Plants and Food! **(N) Imaginative description** My Magical Plant (descriptive paragraph)	**(NF) Recount Diary:** Diary entry 'The Day of the Heist' (informal) **(NF) One-Sided Argument:** Should everyone have free access to food and essentials? (formal)
End-of-Day Enjoyment (text suggestions linked to all termly curriculum subjects)	**Harley Hitch and the Fossil Hunter** by Vashti Hardy 	**Wild Robot** by Peter Brown 	**The Humans: Ancient Civilisations** by Jonny Marx 	**Egyptology: Search for the Tomb of Osiris** by Emily Sands **Marcy and the Riddle of the Sphinx** by Joe Todd Stanton 	**Blossom** by Laura Dockrill **The Divers Daughter** by Patrice Lawrence 	**Alexander von Humboldt** by Maria Isabel Sanchez Vegara **The Last Garden** by Rachel Ip

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Mathematics	**Number - Number and Place Value** **Number -Addition and Subtraction**	**Number -Addition and Subtraction** **Geometry – Properties of shapes** **Number – Multiplication and Division** **Measurement**	**Statistics** **Number – Fractions** **Number - Number and Place Value** **Measurement**	**Measurement** **Number – Multiplication and Division** **Measurement** **Geometry – Properties of shapes**	**Measurement** **Number -Addition and Subtraction** **Number – Multiplication and Division** **Geometry – Properties of shapes**	**Number -Addition and Subtraction** **Measurement** **Number – Fractions** **Number - Number and Place Value** **Statistics** **Number – Multiplication and Division**
RE	**Harvest:** How do people of faith say thank you to God for the harvest? ***Links to World Faiths and World Views:*** *How do people the Jewish faiths say thank you to God for the Harvest?*	**Christmas:** How does the presence of Jesus impact on people's lives?	**Jesus:** How did/does Jesus change lives?	**Easter:** Is the cross a symbol of sadness or joy?	**Called by God:** What does it mean to be called by God?	**Rules for living:** Which rules should we follow? ***Links to World Faiths and World Views:*** *Does everybody follow the same rules? Why? Why not?*
Computing	**Online Safety** Digital Footprints **Key Skills** 2Type	**Algorithms** Purple Mash	**Email** Purple Mash	**Databases** Purple Mash & Excel	**PowerPoint**	**Animation** 2Animate
Science	**Rocks**	**Forces and Magnets**	**Animals, including Humans** Healthy bodies, growth and movement	**Light**	**Plants**	
History	**A local history study** Wonderful Wiganers		**Achievements of the earliest civilizations** Ancient Egypt		**A Study of British History beyond 1066** Tudors	
Geography	**Counties and Cities of the UK** (Locational Knowledge, Place knowledge)		**A Region in a European County** (Place Knowledge)		**Where does our food come from?** (Locational Knowledge)	

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Art and Design	**Textiles –** Fabric Panel **Contemporary Artist –** Alma Thomas		**Printing –** Ancient Egypt **Designer –** William Morris		**Drawing–** Self-Portraits **Artist in History–** Hans Holbein	
Design and Technology	**Standing Strong: The Iron Man's Watchtower Challenge** (Build structures)		**Making Things Move!** (Explore and use mechanisms – Pneumatics)		**A Healthy Sandwich** (Cooking and Nutrition Topic)	
Physical Education	**Invasion Games** **Swimming**	**Net Games** Tennis **Swimming**	**Sports hall Athletics** **Swimming**	**Gymnastics** **Swimming**	**Striking & Fielding Game** Rounders **Swimming**	**Outdoor Adventurous Activities** **Swimming**
Music	**Playing with Sounds**	**Short Ride in a Fast Machine** John Adams	**Steel Pans** (Wigan Music Service)	**Steel Pans** (Wigan Music Service)	**Pentatonic Music**	**Animals in Music**
PSHE	**Relationships: Families, Friends, and Feeling Safe**	**Staying Healthy and Happy**	**Rights, Responsibilities, and Caring for Our World**	**Keeping Safe and Respecting Privacy: Staying Safe Online and Offline**	**Healthy Minds, Happy Hearts**	**Growing My Future: Learning About Me and My Dreams**
French	**Greetings, goodbyes - Salut! Au revoir!** **How are you? - Ça va?**		**What's your name? - Comment t'appelles-tu?** **Alphabet - L'alphabet**		**My family - Ma famille** **Numbers zero to 12 - Les nombres de 0 à 12**	

	Me	You	World	God
Spirituality	**At St. Wilfrid's, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).**			
	In Year 3, children reflect on their experiences, feelings and identity, developing a sense of individuality and agency through learning across science, history, geography and religious education. ***Beneath My Feet** explores the Earth's layers, rocks and soils, alongside Mary Anning's pioneering fossil discoveries. Through The Fossil Hunter and a Rocks and Fossils workshop, children consider perseverance, curiosity and scientific discovery. Inspired by Alma Thomas, they create textured fabric panels using earth tones to express their own interpretations of the natural world.* ***Mechanical Marvels** develops creativity, problem-solving and personal engagement through forces, magnets and movement. Through pneumatics, The Iron Man and an Iron Man Drama workshop, children explore scientific ideas through making, imagination and performance.* ***Valley of the Kings** connects children with Ancient Egyptian history and culture. Through Secrets of the Sun King, an Ancient Egyptian workshop and Egyptian-inspired printing, children explore the beliefs, lives and achievements of others while developing curiosity, creativity and their own sense of identity.* ***From Plants to Plates** encourages children to reflect on their choices, values and responsibilities around food, sustainability and fairness. They explore food origins, seasonal and Fairtrade produce, design and prepare healthy meals, and visit Kenyon Hall Farm to develop a personal connection with food production and the natural world.* *Religious Education encourages personal reflection through Harvest, Christmas and Easter, exploring gratitude, the impact of Jesus and the meaning of the cross. Called by God and Rules for Living help children consider purpose, moral choices, values and how these shape their identity and everyday lives.*	*The Year 3 curriculum provides numerous opportunities for children to develop relational spirituality by reflecting on their interactions, empathy, and the impact of their actions on others. Lessons encourage children to connect their personal feelings, beliefs, and experiences to ethical behaviour, social responsibility, and community engagement.* *Children reflect on personal change and the influence of others, considering how significant events or figures, such as Jesus, have affected their lives. The Advent/Christmas period is used to promote acts of kindness through activities like creating a "Kindness Plan." Lessons on Ancient Egyptian beliefs and mummification encourage children to link personal feelings, such as hope, to beliefs and actions, while exploring how values shape behaviour across cultures.* *Empathy and perspective-taking are fostered through activities exploring historical events, social injustice, and family relationships, including lessons on Billy Boston, family and friends, and personal VIPs. Children are prompted to consider how exclusion, fairness, and respect affect others, supporting understanding of social and emotional impact.* *Opportunities to connect personal values with action are provided through lessons on advocacy, ethical consumption, and global awareness, including Fair Trade, "promise tree" activities, and the From Plants to Plates unit. Healthy lifestyle lessons encourage reflection on habits and their impact on oneself and others.* *Religious education further develops relational spirituality. Harvest lessons encourage gratitude and reflection on how actions affect others, while units on Christmas, Jesus' influence, and moral rules promote consideration of ethical choices and responsibility in relationships and the wider community.*	*The Year 3 curriculum develops world spirituality by encouraging children to explore awe and wonder in the natural world, the diversity of cultures and beliefs, and global connections.* ***In Beneath My Feet,** children reflect on the Earth's formation, rocks, and fossils, considering humanity's shared curiosity through the work of Mary Anning, while art inspired by Alma Thomas highlights how different cultures express meaning through creativity.* ***Mechanical Marvels** promotes reflection on the universal human experience of harnessing natural laws, with The Iron Man exploring themes of peace, transformation, and morality.* *In Valley of the Kings, children examine Ancient Egyptian beliefs about life, death, and the afterlife, recognising different ways civilisations have sought meaning and expressed spirituality through artefacts, rituals, and art.* *From Plants to Plates explores global interdependence, Fair Trade, and sustainability, linking children's choices to fairness and justice worldwide, while farm visits highlight shared responsibility for creation.* *Religious Education deepens this further through Harvest, Christmas, Easter, and Rules for Living, comparing how world faiths express gratitude, worship, and moral values.* *History and geography broaden this sense of connection, from Ancient Egypt to the Tudors and from UK counties to European regions, helping children see themselves as part of a wider global community.* *Science topics on light, plants, animals, and the human body further inspire awe at the complexity of life and humanity's place in creation.*	*The Year 3 curriculum provides opportunities for children to reflect on God and faith through both Religious Education and wider curriculum themes.* ***In RE,** children explore Harvest, considering how people of faith give thanks to God for creation and reflecting on their own gratitude. At Christmas, they ask how the presence of Jesus impacts people's lives, while at Easter they consider whether the cross is a symbol of sadness or joy, linking belief to hope, sacrifice, and renewal. In the unit Called by God, they reflect on what it means to be chosen for a purpose, thinking about biblical figures and how people today live out God's calling. The Rules for Living unit prompts discussion about which rules we should follow and why, connecting to the moral guidance of God's commandments. Links to world faiths allow children to compare how different religions follow rules and show devotion to God, fostering respect for diversity while deepening understanding of worship and obedience.* ***Across the wider curriculum,** children are invited to reflect on God's creation, whether marvelling at the intricacy of rocks, fossils, plants, animals, or light, and to consider how caring for the Earth and making fair choices about food connects to Christian teachings about stewardship.* ***Through history,** they see how ancient peoples worshipped their gods and compare these practices to faith in the living God. These opportunities help children develop their sense of God's presence in the world and how belief shapes lives, values, and actions.*

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SMSC	**Our Year 3 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.**			
	"Beneath My Feet" *fosters spiritual curiosity through the awe-inspiring study of rocks, fossils, and the Earth's formation. Moral reflection is encouraged through discussions on gender inequality in science, particularly around Mary Anning's overlooked contributions. Cultural understanding is deepened by exploring the historical impact of Mary Anning.*	***"Mechanical Marvels"*** *sparks spiritual reflection on the wonder of forces and the imaginative world of The Iron Man. It encourages moral thinking through themes such as right and wrong, empathy, and resolution found in the story. Culturally, the unit introduces children to a classic British text by Ted Hughes and demonstrates how literature, science, and technology shape our understanding of the world.*	***"Valley of the Kings"*** *encourages spiritual reflection through the exploration of Ancient Egyptian beliefs, rituals, and the mystery of the afterlife. Moral understanding is deepened by examining societal structures, ethical issues in archaeology, and how ancient values compare to modern principles. Cultural appreciation is enriched by studying Egyptian art, language, and traditions, helping children develop respect for the achievements and customs of one of the world's oldest civilisations.*	***"From Plants to Plates"*** *promotes spiritual development by fostering awe and appreciation for the natural world and the journey of food from plant to plate. Moral understanding is deepened through discussions around food inequality, Fair Trade, and sustainability, encouraging ethical thinking. Social development is supported through collaborative activities and exploration of community roles in food production and support. Cultural awareness is enriched by learning about global food origins and traditions, helping children appreciate diversity in food and farming practices.*

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EDIJ	**Our Year 3 Curriculum actively fosters Equity, Diversity, Inclusion and Justice, (EDIJ) by celebrating differences, promoting fairness, encouraging empathy, and ensuring every child feels valued and respected, laying the foundation for a compassionate and inclusive society.**			
	"Beneath My Feet" *promotes equality and diversity by highlighting Mary Anning, a pioneering woman in science who overcame gender and social barriers, encouraging children to appreciate diverse contributions to scientific discovery. The unit also invites reflection on justice by exploring historical underrepresentation in science and inspires conversations about who is recognised in scientific fields, creating opportunities to celebrate a wider range of voices and backgrounds.*	***"Mechanical Marvels"*** *encourages equality and diversity by connecting The Iron Man story to wider discussions about representation in science and engineering, highlighting inventors from various backgrounds. The unit also fosters awareness of justice by inviting reflection on who has historically had access to technology and STEM opportunities, encouraging children to think about fairness and inclusion in these fields.*	***"Valley of the Kings"*** *fosters equality and diversity by celebrating Ancient Egypt's rich cultural heritage, encouraging respect for non-Western histories. The unit also invites reflection on justice by exploring social hierarchies of the time, helping children consider themes of power and fairness within historical contexts.*	***"From Plants to Plates"*** *promotes equality and diversity by exploring global food origins and the importance of Fair Trade, highlighting the experiences of farmers worldwide. The unit also encourages reflection on justice by addressing food inequality, sustainability, and the value of community support.*

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Fundamental British Values	**Our Year 3 Curriculum actively promotes the Fundamental British Values of *democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*, in order to prepare children for life in Modern Britain.**			
	"Beneath My Feet" *encourages mutual respect through the study of Mary Anning's life, highlighting gender inequality and the importance of recognising overlooked contributions.*	***"Mechanical Marvels"*** *promotes democracy through group work, where children share ideas and make collective decisions. The rule of law is reinforced following safety rules, fair testing principles, and structured design processes in science and DT. Individual liberty is nurtured through opportunities for creative thinking and self-expression. Mutual respect is fostered as children collaborate, during practical activities.*	***"Valley of the Kings"*** *supports Fundamental British Values with comparisons between Ancient Egyptian leadership and modern British democracy helping children appreciate different systems of rule. The rule of law is explored through the customs and laws of Ancient Egypt, helping pupils understand how societies function. Mutual respect and tolerance are fostered through learning about Ancient Egyptian beliefs and practices, encouraging appreciation of different cultures and historical perspectives.*	***"From Plants to Plates"*** *promotes the rule of law by exploring food regulations, Fair Trade standards, and the importance of sustainable practices. Children develop individual liberty as they make informed choices when designing their own healthy sandwiches and reflect on the impact of consumer decisions. Mutual respect and tolerance are fostered through exploring global food cultures and discussing themes of food inequality and community support, helping children appreciate diverse perspectives and life experiences.*
Christian Values	**Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE.**			