



Long Term Plan Overview - Rolling C

Roots to grow, wings to fly

Theme	Tribal Tales		Unlocking the Magic		We Are Britain	
English ALL	See English page for overview of learning					
Maths ALL	At Baydon we follow the White Rose scheme for Maths					
Science KS1	Y1/2 (B): Animals: Sensitive bodies	Y1/2 (B): Materials: Everyday materials	Y1/2 (B): Animals, including humans: Comparing animals	Y1/2 (B): Materials: Uses of everyday materials	Y1/2 (B): Living things and their habitats: Microhabitats	Y1/2 (B): Making connections
Science YR3/4 KINGFISHERS	Y3/4 (B): Forces and space: Forces and magnets	Y3/4 (B): Materials: States of matter	Y3/4 (B): Energy: Sound and vibrations	Y3/4 (B): Living things: Classification and changing habitats	Y3/4 (B): Plants: Plant reproduction	Y3/4 (B): Making connections
Science YR 5/6 OWLS	Y5/6 (B): Living things: Life cycles and reproduction	Y5/6 (B): Forces, Earth and space: Unbalanced forces	Y5/6 (B): Living things and their habitats: Classifying big and small	Y5/6 (B): Energy: Circuits, batteries and switches	Y5/6 (B): Living things and their habitats: Evolution and inheritance	Y5/6 (B): Animals, including humans: Human timeline Y5/6 (B): Making connections
HISTORY - RECEPTION (ROBINS)	Peek into the Past Adventures through time					
History KS1 ROBINS/ GOLDFINCHES	WHAT IS HISTORY		How was school different in the past?		What is a Monarch?	
History KINGFISHERS (Years 3/4)	British History 1: Would you prefer to live in the Stone, Bronze or Iron Age?		British History 3: How hard was it to invade and settle in Britain?		The Monarchy	
History Owls (Years 5/6)	Were the Viking raiders, traders or something else?		British History: What was life like in Tudor Britain?		What was the impact of World War 2 on the people of Britain?	
ROBINS RECEPTION	Exploring Maps		Around the World		Outdoor Adventures	
Geography Robins and Goldfinches (Year 1/2)	What is it like here?		What is weather like in the UK?		What can you see at the coast?	
Geography Kingfishers (Years 3/4)	Who Lives in Antarctica?		Are all settlements the same?		What are rivers and how are they used?	
Geography Owls (Year 5/6)	Why does population change?		Why do oceans matter?		Can I carry out independent fieldwork enquiry?	
Art KS1 GOLDFINCHES/ ROBINS	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	Be An Architect Exploring architecture and creating architectural models.	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes	Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.	Music & Art Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.

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Art Yr 3/4 Kingfishers	Pathway: Drawing and Making Inspired by Maurice Sendak	Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing	Pathway: Explore Sculpture by Making a Mobile Explore the work of Alexander Calder. Calder created sculptures and mobiles using solid blocks of colour and simple shapes, exploring the relationships between the objects and lines	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills.	Exploring Watercolour Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, but also how the watercolour itself can help reveal the “story” of the painting.
Art Yr 5/6 Owls	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	Exploring Form Through Drawing This pathway enables pupils to consider how 2 dimensional drawing can convey a sense of form/mass and volume. By looking at the drawings of Sculptors’ Henry Moore, and Christo and Jeanne-Claude we can explore the ways in which they portrayed an illusion of form and meaning in their drawings. ALTERNATIVE PATHWAY	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait	Take a Seat Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.	Shadow Puppets Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets.
DT KS1 Robins/Goldfinches	MECHANISMS Making a moving monster	COOKING AND NUTRITION Smoothies	TEXTILES - Puppets	STRUCTURES Baby bear’s chair	MECHANISMS Fairground wheel	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
DT Year 3/4 Kingfishers	Cooking and Nutrition Adapting a recipe	Overflow time for curriculum	Electrical Systems Torches	Mechanical Structures Pneumatic toys	Textiles Cross-stitch and applique Cushions	STRUCTURES Constructing a castle
DT Year 5/6 Owls	STRUCTURES Playground	Cooking and Nutrition Developing a recipe	Mechanical Structures Automata toys	Electrical Systems Steady hand game	Overflow time for curriculum	Textiles Waistcoats
Computing EYFS	Using a computer	All about instructions		Introduction to data	Exploring hardware	
Computing KS1	Computing Systems and Networks Improving mouse skills		Programming 1 Algorithms Unplugged	Data Handling International Space Station	Programming 2 Bee-bot	Online Safety
Computing Year 3/4 Kingfishers	Networks	Computing systems: Journey inside a computer	Creating Media: Video trailers	Programming: Scratch	Online safety	

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Computing Year 5/6 Owls	Programming music (Option 2: Scratch)		Mars Rover 1	Stop motion animation	Online Safety	Computing Systems and Networks Bletchley Park
EYFS (ROBINS)	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
Music KS1	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the sea)
Music Year 3/4 Kingfishers	Instrumental Lessons Unit: South Africa	Developing singing technique (Theme: Vikings)	Instrumental lessons unit: Caribbean*	Instrumental lessons Unit: South America	Haiku, music and performance (Theme: Hanami)	Ballads
Music Year 5/6 Owls	Film music	Composition notation (Theme: Ancient Egypt)	Musical theatre	Theme and variations (Theme: Pop Art)	INSTRUMENTAL RECORDERS	Songs of World War 2
French KS1	Greetings & Instructions Bonjour! Salut! Au revoir! Ça va? Ça va bien/ Ça va très bien/ Ça va mal/ Comme ci, comme ça Excellent! Bravo! Ecoutez, Regardez, Silence, Touchez, Montrez-moi, Donnez-moi, Levez- vous, Asseyez-vous, Répétez		Birthdays Quelle est la date de ton anniversaire? Mon anniversaire c'est le...		Family Mon père, Ma mère, Mon frère Ma sœur, Mon grand-père Ma grand-mère, Le bébé As-tu ? J'ai un / une.... Je n'ai pas de... Je suis enfant unique	
French Year 3/4 Kingfishers	French Greetings with Puppets	French adjectives with colour/ size	Playground games - numbers and age	In a French classroom	Bon appetit!	Shopping for French food
French Year 5/6 Owls	Portraits - describing in French	Meet my French family	Clothes. -Getting dressed in France	French weather	Exploring the French speaking world	Planning a French Holiday
EYFS (ROBINS)	Self Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on challenges	Self Regulation: Listening and Following Instructions	Building Relationships: My friends and family	Managing self: My wellbeing
PSHE KS1 Robins/Goldfinches	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
PSHE Year 3/4 Kingfishers	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
PSHE Year 5/6 Owls	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	YEAR 6 ONLY - IDENTITY (2 lessons) Year 5/6 Transition

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RE RECEPTION	UC CONCEPT: Creation (F1) Key Question: Why is the word 'God' so important to Christians?	UC CONCEPT: Incarnation (F2) Key Question: Why do Christians perform nativity plays at Christmas?		UC CONCEPT: Salvation (F3) Key Question: Why do Christians put a cross in an Easter garden?		
RE Year 1/2 Robins/Goldfinches	UC CONCEPT: Creation (1.2) Key Question: Who made the world?	KAPOW (2) what do candles mean to people? Christian, Hindu, Jewish	KAPOW What do some people believe God looks like? Christian, Hindu, Muslim	KAPOW How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu	UC CONCEPT: Gospel (1.4) Key Question: What is the good news that Jesus brings?	KAPOW Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist
RE Year 3/4 Kingfishers	UC CONCEPT: CREATION/FALL (2a.1) Key Question: What do Christians learn from the creation story?	KAPOW (3) Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	UC CONCEPT: People of God (2a.2) Key Question: What is it like to follow God?	KAPOW (3) What happens if we do wrong? Hindu, Muslim, Humanist, Christian, Jewish	UC CONCEPT: INCARNATION (2a.3) Key Question: What is Trinity?	KAPOW (3) Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist
RE Year 5/6 Owls	Kapow Why does religion look different around the world? Part 1 Jewish, Muslim, Christian	Kapow Why does religion look different around the world? Part2 Hindu, Sikh, Buddhist, Jain	UC CONCEPT: GOD (2b.1) Key Question: What does it mean if God is holy and loving?	UC CONCEPT: INCARNATION (2b.4) Key Question: Was Jesus the Messiah?	UC CONCEPT: KINGDOM OF GOD (2b.8) Key Question: What kind of King is Jesus?	Kapow (3) Why is fire used ceremonially? Hindu/Sikh, Zoroastrianiwiy
PE KS1 Robins and Goldfinches	Multi-skills: throwing and catching 1 Gymnastics: Animals	Invasion Games 2 Dance: Starry Skies 1	Attacking and Defending 1 Circuit Training 2	Multi Skills Bat and Ball 2 Dance: Plants 2	Multi Skills: Running and Jumping 1 Gymnastics: Under the Sea 2	Multi Skills: Sports Day 1 Yoga: Salute to the sun 1
PE Year 3/4 Kingfishers	OAA 3 Gymnastics Movement 4	Invasion Games:4 Dodgeball	Invasion Games: Football Circuits: 3	Net and Wall games: Badminton Dance: Carnival of the Animals 4	Striking and Fielding games: Fundamentals 3 Gymnastics: Shape 3	Athletics 4 Dance: Extreme Earth 3
PE Year 5/6 Owls	OAA 5 Gymnastics Movement 6	Invasion games 5 Dance: WW11	Invasion Games: Basketball Circuits: 6	Invasion Games: Handball 5 Gymnastics: Shape and balance - space 5	Striking and Fielding Games: Rounders 5 Dance Through the decades 6	Athletics 6 Net and Wall Games: Tennis 5