



Long Term Plan Overview - Rolling D

Roots to grow, wings to fly

Theme	A child’s world		Treasure Around the world		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 (A): Plants: Introduction to plants	Y1/2 (A): Forces and space: Seasonal changes	Y1/2 (A): Living things: Habitats	Y1/2 (A): Animals, including humans: Life cycles and health	Y1/2 (A): Plants: Plant growth	Y1/2 (A): Making connections: Ocean protectors
Science YR3/4 KINGFISHERS	Y3/4 (A): Energy: Light and shadows	Y3/4 (A): Animals, including humans: Movement and nutrition	Y3/4 (A): Materials: Rocks and soil	Y3/4 (A): Animals, including humans: Digestion and food	Y3/4 (A): Energy: Electricity and circuits	Y3/4 (A): Making connections: How does food affect muscle fatigue?
Science YR 5/6 OWLS	Y5/6 (A): Materials: Mixtures and separation	Y5/6 (A): Materials: Properties and changes	Y5/6 (A): Forces and space: Earth and space	Y5/6 (A): Animals, including humans: Circulation and health	Y5/6 (A): Energy: Light and reflection	Y5/6 (A): Making connections: How reflective are space blankets?
HISTORY - RECEPTION (ROBINS)	Peek into the Past Adventures through time					
History KS1 ROBINS/ GOLDFICNHES	Y1/2 (A): How am I making history?		Y1/2 (A): How have toys changed?		Y1/2 (A): How did we learn to fly?	
History KINGFISHERS (Years 3/4)	Y3/4 (B): How have children's lives changed?		*New* What was important to ancient Egyptians?		Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?	
History Owls (Years 5/6)	Y5/6 (B): What can the census tell us about local areas?		Y5/6 (B): What is the legacy of the ancient Greek civilisation?		Y5/6 (B): What was the Sikh Empire?	
ROBINS RECEPTION	Exploring Maps		Around the World		Outdoor Adventures	
Geography Robins and Goldfinches (Year 1/2)	CYCLE B mixed 1/2: Where am I?		Year 1/2 B: Would you prefer to live in a hot or cold place?		Year 1/2 B: What is it like to live in Shanghai?	
Geography Kingfishers (Years 3 4	Year 3/4 A: Why do people choose to live near volcanoes?		Year 3/4 A: Why are rainforests important to us?		Year 3/4 A: Where does our food come from?	
Geography Owls (Year 5/6)	Year 5/6 A: What is life like in the Alps?		Year 5/6 A: Would you like to live in a desert?		Year 5/6 A: where does our energy come from?	
Art KS1 GOLDFINCHES/ ROBINS YEAR A MIXED CURR	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	Playful Making Exploring materials and intention through a playful approach	Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.	Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.

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Art Yr 3/4 Kingfishers YEAR A MIXED CURR	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Making Animated Drawings Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets	Using Natural Materials to Make Images Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.
Art Yr 5/6 Owls YEAR A MIXED CURR	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Making Monotypes Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.	Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.	Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.	Fashion Design Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.
DT KS1 Robins/Goldfinches CYCLE A	MECHANISMS Making a moving storybook	Structures: Constructing a windmill	TEXTILES - Puppets (adapt as needed)	*New* Mechanisms: Wheels and axles	New* Cooking and nutrition: Smoothies (adapt as needed)	★ 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 CYCLE A Mixed	Mechanical structures Option 1: *New* Pneumatic toys	Digital World: *New* Digital world: Wearable technology	Cooking and eating: Eating Seasonally	STRUCTURES Constructing a castle	Textiles Egyptian Collars	Electrical Systems Electric Poster
DT Year 5/6 Owls CYCLE A mixed	Textiles: Stuffed toys	Electrical systems: Doodlers	Structure: Bridges	Digital world: Monitoring devices	*New* Cooking and nutrition: Developing a recipe	*New* Gears and pulleys
Computing EYFS	Using a computer	All about instructions		Introduction to data	Exploring hardware	
Computing KS1 CyCLE B MIXED	*New* Programming 2: Bee-Bots	Digital imagery	Data Handling: Introduction to data	Programming - Option 2: ScratchJr	Stop motion – Option 1: Using tablet	Online Safety Year 2 (All 4 lessons)
Computing Year 3/4 Kingfishers CYCLE B MixED	Computing systems and networks 1: Networks	Data handling: Comparison cards databases	Journey inside a computer	Data handling: Investigating weather	Skills showcase: HTML Recognising the role of HTML in a web page and altering the HTML to change the text and images.	Online safety: Year 4
Computing Year 5/6 Owls CYCLE B MIXED	Programming music (Option 2: Scratch) (4 lessons: 1-4) OR Stop motion animation unit	Computing systems and networks: Search engines	Data handling: Big Data 1	Data handling: big data 2	Programming: intro into python	Online safety Year 6
EYFS (ROBINS)	<i>Exploring Sound</i>	<i>Celebration Music</i>	<i>Music and Movement</i>	<i>Musical Stories</i>	<i>Transport</i>	<i>Big Band</i>

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Music KS1 CYCLE B MIXED	NEW: Dynamics	NEW: Sound patterns (fairytales)	New: Call and response (theme animals)	New: Musical symbols (Theme under the sea)	New: contrasting dynamics (theme space)	New: Structure (theme myths and legends)
Music Year 3/4 Kingfishers CYCLE B MIXED	Creating compositions in response to animation (mountains0	Rock and roll	Ballads	Haiku, music and performance (Theme: Hanami)	Changes in pitch, tempos and dynamics (theme rivers)	Samba and carnival sounds and instruments (theme south America)
Music Year 5/6 Owls CYCLE B MIXED	Looping and remixing	Blues	Dynamics, pitch and textures (theme coast)	Composition to represent the festival of colour (Theme Holi festival)	South and West Africa	Composing and performing a leavers song
French KS1	Greetings & Instructions Greetings and About Me Bonjour! Salut! Au revoir! Ça va? Ça va bien/ Ça va très bien/ Ça va mal/ Comme ci, comme ça Comment t’appelles-tu? Je m’appelle ... Quel âge as-tu ? J’ai...ans		Countdown! Numbers up to 12 and beyond zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze		Weather & Seasons La Météo Il fait beau/du soleil Il fait du brouillard Il fait mauvais Il pleut Il neige Il fait chaud Il fait froid Quel temps fait-il?	
French Year 3/4 Kingfishers CYCLE B MIXED	Unit 1: This is me	Unit 2: School Days	Unit 3: Birthday celebrations	Unit 4: Colourful creatures	Unit 5: fabulous French Food	Unit 6: Gourmet tour of France
French Year 5/6 Owls CYCLE B MIXED	Unit 1: French Transport	Unit 2: In my French House	Unit 3: French Music celebrations	Unit 4: French week	Unit 5: Visiting a town in France	Unit 6: French Sport and the olympics
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 CYCLE B MIXED	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
PSHE Year 3/4 Kingfishers CYCLE B MIXED	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
PSHE Year 5/6 Owls CYCLE B MIXED	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 & Worldviews RECEPTION	KAPOW: What are special times? Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.	UC CONCEPT: Incarnation (F2) Key Question: Why do Christians perform nativity plays at Christmas?	KAPOW: Why are some things special? Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.	UC CONCEPT: Salvation (F3) Key Question: Why do Christians put a cross in an Easter garden?	UC CONCEPT: Creation (F1) Key Question: Why is the word 'God' so important to Christians?	KAPOW: What makes the world special? Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.
RE & Worldviews Year1/2 Robins/Goldfinches	KAPOW: Y1/2 (A): How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like. (Christian,Jewish, Hindu)	UC CONCEPT: Incarnation (1.3) Why does Christmas matter to Christians?	KAPOW: Why should we care for others? Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important. (Sikh, Christian, Jewish, Muslim, Humanist)	UC CONCEPT: Salvation (1.5) Why does Easter matter to Christians?	UC CONCEPT: God (1.1) What do Christians believe God is like?	KAPOW: What is a prophet? Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhamud and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet. (Christian, Muslim, Jewish, Sikh)
RE & Worldviews Year 3/4 Kingfishers	KAPOW: Yr3/4 (A) What are worldviews? A stand-alone Year 3/4 (Cycle A) introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts. KAPOW: Y3/4 (A): What makes us human? Interpreting and using art to express beliefs about spirituality, inner self and the soul.	UC CONCEPT: (2a.4) GOSPEL What kind of world did Jesus want?	KAPOW: Y3/4 (A): Why is water symbolic? Looking at water's symbolic use and the many ways it is used in religious rituals and ceremonies.	UC UNIT 2A.5: SALVATION: Why do Christians call the day Jesus died 'Good Friday'?	UC UNIT 2A.6: KINGDOM OF GOD: When Jesus left, what was the impact of Pentecost?	KAPOW: Y3/4 (A): What makes some texts sacred? Exploring the different ways scriptures are used, what this shows about the value placed on them and why this might be.

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RE & Worldviews Year 5/6 Owls	KAPOW: Does everyone have the same beliefs about God? A stand-alone introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts KAPOW: YR5/6 (B)Why doesn't Christianity always look the same? Investigating why Christian worship looks different across the world when key beliefs are the same.	UC UNIT 2B.3: PEOPLE OF GOD: How can following God bring freedom and justice?	KAPOW: Y5/6 (A): Why do Dharmic religions look different around the world? Considering how culture, history, geography and tradition can influence religion and worldviews.	UC UNIT 2B.5: GOSPEL: What would Jesus do?	UC UNIT 2B.8: KINGDOM OF GOD: What kind of king is Jesus?	KAPOW: Y5/6 (A): What place does religion have in our world today? Exploring the place of religion personally, locally, nationally and globally.
PE KS1 Robins and Goldfinches	Multi-skills: throwing and catching 1 Gymnastics: Landscapes and cities	Invasion Games: at the fair Dance: Gunpowder plot	Attacking and Defending Year 2 Circuit Training Year 1	Multi Skills Bat and Ball Year 1 Dance: The Seasons	Multi Skills: Target Games Gymnastics: Traditional Tales year 1	Multi Skills: Sports Day 1 Yoga: Salute to the sun 1
PE Year 3/4 Kingfishers	OAA Year 4 Gymnastics Movement Year 3	Invasion Games:4 Dance: Romans	Invasion Games: Tag Rugby OR Hockey Circuits: Year 4	Net and Wall games: Fundamentals Dance: Rainforest Dance	Striking and Fielding games: Cricket Gymnastics: Shape and balance (ancient Egypt)	Athletics 3 Dance: Water
PE Year 5/6 Owls	OAA Year 6 Gymnastics Movement Year 5	Invasion games Year 6 Dance: electricity	Invasion Games: Netball Circuits: Year 5	Invasion Games: Tennis Gymnastics: Rivers and Mountains (Year 6)	Striking and Fielding Games Year 6 Dance: Eco dance	Athletics 5 Leadership in PE