



Long Term Plan Overview - Rolling A

Roots to grow, wings to fly

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
English ALL	See English page for overview of learning and class pages for termly iniformation.					
Maths ALL	At Baydon we follow the White Rose scheme for Maths					
Science R/Yr1 ROBINS	Y1/2 (B): Animals: Sensitive bodies	Y1/2 (B): Materials: Everyday materials		Y1/2 (B): Animals, including humans: Comparing animals	Y1/2 (A): Making connections: Ocean protectors Consolidating knowledge of life cycles, habitats and food chains through ocean and rock pool exploration.	Y1/2 (B): Making connections
ScienceYr 2/3 SWIFTS	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	Y1/2 (A): Making connections: Ocean protectors Consolidating knowledge of life cycles, habitats and food chains through ocean and rock pool exploration.	2 (B): Living things: Microhabitats Asking questions about minibeasts and using scientific enquiry methods to find answers. Y3/4 (B): Making connections
Science Yr 4/5 FIRECRESTS	Y5/6 (B): Living things: Life cycles and reproduction Exploring the life cycles of plants and animals and the life process of reproduction.	Y5/6 (B): Forces and space: Unbalanced forces	Y3/4 (B): Energy: Sound and vibrations	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
Science YR 5/6 OWLS	Y5/6 (B): Living things: Life cycles and reproduction Exploring the life cycles of plants and animals and the life process of reproduction.	Y5/6 (B): Forces and space: Unbalanced forces	Y3/4 (B): Energy: Sound and vibrations (revision)	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 - ROBINS (R/1)	Peek into the Past Adventures through time					
History SWIFTS (2/3)	Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?		Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?		Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?	
History FIRECRESTS(4/5)	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?	
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?	
GEOGRAPHY ROBINS R/Yr1	Exploring Maps/What is it like here?		What is weather like in the UK?		Outdoor Adventures/What can you see at the coast?	
Geography SWIFTS (Year 1/2)	Yr 3 B Who Lives in Antartica?		3 B Are all settlements the same?		3 B What are rivers and how are they used?	

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Geography FRIESCRESTS (Years 3 4)	5/6 B Why does population change?		5/6 B: Can I carry out independent fieldwork enquiry?		5/6 B: Why do oceans matter?	
Geography Owls (Year 5/6)	5/6 B: Why does population change?		5/6 B: Can I carry out independent fieldwork enquiry?		5/6 B: Why do oceans matter?	
Art ROBINS R/1	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.
Art SWIFTS Yr2/3	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing (3)	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. (2)	Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together? (3)	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes (2)	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. (2)	Drawing and Making Inspired by Illustrators (additional 3)
Art FiRECRESTS Yr4/5	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing (4)	Using Art To Explore Global Issues The projects featured centre around an exploration of global warming and ice worlds, but this pathway can easily be adapted to explore other global issues such as deforestation or weather patterns. (additional)	Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together? (4)	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. (5)	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills. (4)	Shadow Puppets Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own (5)
Art OWLS Yr 5/6	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. (6)	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 R/1	Cycle B: Mechanisms: Making a moving monster	COOKING AND NUTRITION Smoothies	Structures: A chair for a bear	TEXTILES: Pouches	MECHANISMS Fairground wheel	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects

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DT SWIFTS Yr2/3	Cooking and Nutrition Adapting a recipe	Structures: Helmets	Electrical Systems Torches	Digital World: mindfulness timer	Textiles Fastenings	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
DT FIRECRESTS Yr4/5	Textiles: Bags	Electrical systems: Steady hand game	Structures: Playground pioneers	Cooking and Nutrition: Come Dine with Me	Mechanical Systems: Automata toys	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
DT OWLS Yr5/6	Textiles: Bags	Electrical systems: Steady hand game	Structures: Playground pioneers	Cooking and Nutrition: Come Dine with Me	Mechanical Systems: Automata toys	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
Computing Robins R/1	Computing Systems and Networks Improving mouse skills	Word processing Exploring word-processing software by using keyboard shortcuts, importing images and applying simple editing tools such as bold, italics, underlining and font colour.	Programming 1: Commands unplugged	Skills Showcase: Rocket to the moon	Programming 1: Algorithms and debugging	Online Safety
Computing Swifts Y2/3	Microsoft Office 365: Computing systems and networks 2: Emailing	Programming’: Scratch	Video trailers – Option 2: Using iPads	Microsoft Office 365: Creating media: Website design	Programming 1: Further programming with Scratch	Online Safety
Computing Firecrests Yr4/5	Programming: Micro Bit	Computer Systems and Networks: Exploring AI	Mars Rover 1	Skills Showcase: Mars Rover 2	Bletchley Park and the history of computers	Skills showcase: Inventing a product Designing an electronic product through coding, debugging and computer- aided design to understand how digital technologies support product development
Computing Owls Yr5/6	Programming: Micro Bit	Computer Systems and Networks: Exploring AI	Mars Rover 1	Skills Showcase: Mars Rover 2	Bletchley Park and the history of computers	Skills showcase: Inventing a product Designing an electronic product through coding, debugging and computer- aided design to understand how digital technologies support product development
Music EYFS /Year1 ROBINS	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Pitch (Theme: Superheroes)	Musical Storytelling:Instruments	On this Island (singing)	Musical me: Pitch

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Music Year 2/3 Swifts	Unit 1 A: South Africa	Rock and roll	Caribbean	Body and tuned percussion (rainforests)	Jazz	Adapting and transposing motifs (Romans)
Music Year 4/5 Firecrests	Film Music	Developing singing technique (Theme: Vikings)	Musical theatre	Theme and variations (Theme: Pop Art)	INSTRUMENTAL RECORDERS	Songs of World War 2
Music Year 5/6 Owls	Film Music	Developing singing technique (Theme: Vikings)	Musical theatre	Theme and variations (Theme: Pop Art)	INSTRUMENTAL RECORDERS	Songs of World War 2
French F/Yr1 Robins	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 2/3 Swifts	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 4/5 Firecrests	Portraits - describing in French	Meet my French family	Clothes. -Getting dressed in France	French weather	Exploring the French speaking world	Planning a French Holiday
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
PSHE R/Yr1 Robins	Connecting with others: How can I help myself and others feel happy and safe?	The Online World: How do we spend time online?	Health Protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?	Connecting with others: How can I build safe, caring and kind relationships with others?	The online world: How can we stay safe online?
PSHE Year 2/3 Swifts	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Staying Safe: What signs help me recognise what its safe or unsafe?	Connecting with others? How can we respect each other?	The online world? How can we decide what to trust online?	To be published November 2026
PSHE Year 4/5 Firecrests	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Connecting with others: What does it mean to stand up for myself and others?	Staying safe: HOw can I stay safe as I grow up?	To be. Published (30 June)	To be published Nov 2026
PSHE Year 5/6 Owls	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Connecting with others: What does it mean to stand up for myself and others?	Staying safe: HOw can I stay safe as I grow up?	To be. Published (30 June)	To be published Nov 2026

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RE Year r/yr 1 Robins	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 2/3 Swifts	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 4/5 Firescrests	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, Zoroastrianiwy
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PE EYFS/Yr1 Robins	Ball Skills 1 Can I dribble a ball with my hand? Can I explore accuracy when rolling a ball? Can I explore throwing with accuracy towards a target? Can I explore catching with two hands? Can I explore dribbling a ball with my feet? Can I explore tracking a ball that is coming towards me? Gymnastics Can I develop and combine travelling movements? Can I develop quality when linking shapes? Can I develop stability and control when performing balances? Can I develop technique and control when performing shape jumps? Can I develop technique in the barrel, straight and forward roll? Can I develop rolls and use them in a sequence? Can I link gymnastic actions to create a sequence?	Fundamentals Can I change direction when moving at speed? Can I recognize changes in my body when I exercise? Can I run at different speeds? Can I select my own actions in response to a task? Can I show hopping and jumping movements? Can I show balance and co-ordination when static and moving? Invasion Games Can I understand the role of the attackers and defenders? Can I recognise who to pass to and why? Can I move towards a goal with a ball? Can I support my team mates when playing in attack?	Team Building Can I follow instructions and work with others? Can I co-operate and communicate in a small group to solve challenges? Can I create a plan with a group to solve challenges? Can I use teamwork skills to work as a group to solve? Dance Invasion Games Can I use counts? Can I copy, remember and repeat actions? Can I move confidently and safely? Can I use different body parts together and in isolation? Can I use appropriate movements for my ideas? Can I say what I liked about someone else's performance?	Sending and Receiving Can I roll a ball to a target? Can I track and receive a rolling ball? Can I send and receive a ball with my feet? Can I develop my throwing and catching skills? Can I send and receive a ball using a racket? Yoga Can I explore yoga and mindfulness? Can I copy and remember poses? Can I develop flexibility when holding poses? Can I develop balance whilst holding poses? Can I create yoga poses using a hoop? Can I create a yoga flow with a partner?	Striking and Fielding Can I develop under arm throwing and catching? Can I develop over arm throwing? Can I develop hitting a ball? Can I develop collecting a ball? Can I understand the rules of a game and use these to play fairly? Target Games Can I consider power when aiming at a target? Can I develop striking to a target? Can I develop hitting a moving target? Can I select and apply a skill to a target game?	Athletics Can I develop a sprinting technique? Can I develop jumping for distance? Can I develop jumping for height? Can I develop throwing for distance? Can I develop throwing for accuracy? Fitness Can I run for a long time? Can I develop jumping using timing? Can I develop co-ordination? Can I develop stamina and change direction? Can I develop exercises to develop strength? Can I develop agility and balance

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PE Year 2/3 Swifts	Fundamentals Can I develop dribbling skills with hands and feet? Can I develop tracking and catching skills? Can I develop tracking and throwing skills? Can I develop tracking and kicking skills? Can I track a ball that isn't directly sent to me? Can I apply skills in games?	Fitness Can I understand how balance helps me in everyday life? Can I understand how co-ordination helps me in everyday life? Can I understand how stamina helps me in everyday life? Can I understand how speed helps me in everyday life? Can I understand how agility helps me in everyday life?	Gymnastics Can I create interesting balances? Can I develop stepping into shape jumps with control? Can I develop straight, barrel and forward rolls? Can I include rolls in sequence work? Can I transition smoothly into and out of balances? Hockey Can I send and receive with some control? Can I move safely and with control when dribbling? Can I develop my decision making when I am in attack? Can I understand the role of the defender? Can I apply rules, skills and principles in my game play?	OOA Can I give and follow instructions? Can I develop my map reading skills? Can I develop trust and teamwork? Can I identify objects, draw and follow a simple map? Dance Can I copy and repeat a dance phrase? Can I choreograph simple phrases individually and with others? Can I use counts to keep in time with a partner or group? Can I use dynamic and expressive qualities in relation to an idea? Can I work with a partner and in a small group sharing ideas? Can I use key words to give feedback?	Tennis Can I develop racket and ball control? Can I explore rallying using a forehand? Can I explore returning the ball using a forehand? Can I explore returning the ball using a backhand? Can I score and use simple rules in a game? Cricket Can I bowl a ball towards a target? Can I strike a bowled ball after a bounce? Can I give feedback using key words? Can I use underarm and overarm throwing and catching skills? Can I understand tactics and begin to use them in a game situation?	Athletics Can I develop the sprinting technique? Can I develop changeovers in relay events? Can I develop my jumping technique in a range of approaches and take off positions? Can I develop throwing for distance and accuracy? Can I develop throwing for distance in a pull throw? Yoga Can I explore poses that challenge my balance? Can I create a flow using poses that challenge my balance? Can I explore poses that challenge my flexibility? Can I create a flow using poses that challenge my flexibility? Can I explore poses that challenge my strength? Can I create a flow using poses that challenge my strength?
	Football Can I develop the skill of dribbling? Can I develop changing direction and speed when dribbling? Can I develop passing skills? Can I apply attacking skills when moving to a goal? Can I use defending skills to delay an opponent?	Netball Can I use simple tactics? Can I learn and apply some of the rules of the game? Can I move into space and communication? Can I defend an opponent and try to win the ball? Can I pass, receive and shoot the ball with control?				

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PE Year 4/5/6 Firecrests and Owls	Football Can I develop ways to move with the ball? Can I send and receive under pressure? Can I communicate with my team, move into space and take the ball towards a goal? Can I use defensive techniques to win possession? Can I apply defending tactics as a team?	Fitness Can I improve my speed? Can I understand how strength helps me? Can I understand how agility helps me? Can I understand how balance helps me? Can I understand how co-ordination helps me? Can I understand how stamina helps me?	Tennis Can I return the ball using a forehand groundstroke under pressure? Can I return the ball using a backhand groundstroke under pressure? Can I use a variety of shots to keep a continuous rally? Can I develop the volley and understand when to use it?	Gymnastics Can I perform symmetrical and asymmetrical balances? Can I develop straight, forward, straddle and backwards rolls? Can I use cannon, synchronisation and mirroring? Can I give feedback to improve my work? Can I use strength and flexibility to improve the quality of a performance?	OOA Can I develop and negotiate negotiation skills? Can I develop strong communication skills to solve challenges? Can I develop planning and problem solving skills? Can I share ideas and work as a team? Can I develop navigation and map reading? Can I create and follow a key and a route on a map?	Rounders Can I successfully strike the ball with the bat? Can I develop my fielding skills and am I beginning to use them under some pressure? Can I work co-operatively with others to manage a game situation? Can I understand the need for tactics and identify when to use them in different situations?
	Basketball Can I develop ways to ways to move the ball and apply them to different situations? Can I develop movement skills to lose a defender in different situations? Can I communicate with my team, move into space and take the ball towards the goal? Can I defend an opponent and know when to try to intercept? Can I develop shooting and explore when to pass, dribble or shoot?	Netball Can I use simple tactics? Can I learn and apply some of the rules of the game? Can I move into space and communication? Can I defend an opponent and try to win the ball? Can I pass, receive and shoot the ball with control?	Hockey Can I use attacking skills to beat a defender? Can I send and receive under pressure? Can I communicate with my team, move into space and take the ball towards the goal? Can I learn defensive techniques to gain possession? Can I use defending tactics to gain possession? Can I apply rules, skills and principles in my game play?	Yoga Can I understand how breath can help me hold and move from pose to pose? Can I identify and use balance when exploring poses and creating a flow? Can I identify and use strength when exploring poses and creating flow? Can I create and refine a flow with a partner?	Dance Can I copy and repeat choreography? Can I choreograph simple phrases individually and with others? Can I show a good sense of timing? Can I refine the way I use actions, dynamics and space in response to a stimulus? Can I use key terminology to refine my work and others?	Athletics Can I understand pace and apply different speeds over varying distances? Can I develop fluency and co-ordination when running for speed? Can I develop technique in relay changeovers? Cn I build up power and momentum when jumping? Can I develop throwing with force for greater distance?