**Yearly Overview of Learning Across the Four Contexts at Nether Robertland Primary**

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| **The Curriculum – ‘the totality of all that is planned for children and young people throughout their education’** | | **Class**  **P3T** | | **Session**  **2025/2026** | |  | |
| **Opportunities for Personal Learning** | | | | | | | |
| **Personal Learning and Achievement – Celebrated at assemblies and in class**  **Rockstar Writer and Presenter**  **Rights Respecting Schools Award**  **House Points**  **Proud Messages**  **Class Incentives** | | | | | | | |
| **Ethos and Life of the School as a Community** | | | | | | | |
|  | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** |
| **Rights Respecting Schools** | Taught Article of the Month  August – Recap of articles from last session  September – Article 7  October – Article12  Development of our new Class Charter | | Taught Article of the Month  November – Article 31  December – Article 24 | | Taught Article of the Month  January – Article 9  February – Article 21  March – Article 36 | | Taught Article of the Month  April/May – Article 28  June – Article 17 |
| **Events and School Trips** | Pupil Leadership Group selection  Maths Week Scotland  (22nd – 26th September)  Macmillan Coffee Morning  (26th September)  World Mental Health Day  (10th October – Optional) | | Book Week Scotland  (17th – 23rd November)  Anti-Bullying Week – Power for Good!  (10th – 14th November - Optional)  Children in Need  (14th November)  Reverse Advent Calendar  (1st to 16th December)  Whole School Christmas Concert  (9th December)  Christmas Jumper day (12th December) | | Scots Language Week  (19th – 23rd January)  Scottish assembly  (6th February)  Children’s Mental Health Week  (9th– 13th February)  Safer Internet Day  (11th February – Adapted date)  World Book Day (5th March)  STEM and World of Work Fortnight  (9th – 20th March)  Big Walk and Wheel Week  (23rd – 3rd April) | | Walk to School Week  (18th – 22nd May)  Sports Day  (2nd June) |
| **Curriculum Areas and Subjects** | | | | | | | |
|  | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** |
| **Literacy &**  **English** | **Reading**  Rocket Phonics – Fiction/non-fiction  Class novel – The Twits  Literal Questions  Prediction  Fluency | | **Reading**  Rocket Phonics – Fiction/non-fiction  Reading – Inferential Questioning  Summarising  Facts/Opinion  Fluency | | **Reading**  Rocket Phonics – Fiction/non-fiction  Reading – Inference  Class novel – The Owl of the Dark  Fluency & expression  Scots Language focus | | **Reading**  Rocket Phonics – Fiction/non-fiction  Reading – Notes  Organising Information  Visual Organisers  Evaluative Questions  Fluency & expression |
| **Writing**  Narrative – Descriptive Writing  Recount  **Grammar**  Sentences  Conjunctions - because so  Alphabetical/dictionary  Nouns/adjectives/verbs  Proper nouns  **Phonics**  Through Reading and Writing | | **Writing**  Procedural  **Grammar**  Question marks/Exclamation  a an  commas  Phonics  **Phonics**  Through Reading and Writing | | **Writing**  Report  Poetry  Scots Language focus  **Grammar**  Collective nouns  Plurals  Phonics    **Phonics**  Through Reading and Writing | | **Writing**  Explanation/Persuasive  **Grammar**  Similes/onomatopoeia  Speech marks  Synonyms  **Phonics**  Through Reading and Writing |
| **Listening and Talking**  Daily opportunities for individual and group talk/discussion | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion  Solo talk | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion |
| **Modern Languages** | **French**  Greetings – Hello, goodbye, how are you, and you?  Ask others using How are you/And you?  Personal Information – What is your name, How old are you, Where do you live?  Numbers – 0 to 31  Calendar – Days, Months, Write the date, Birthdays  In the Classroom –Match words to corresponding objects  Colours – Respond to the question – C’est de quelle couleur? | | | | **French**  Weather – Use learned vocabulary as part of daily routine  Food – fruits and vegetables/preferences  My family – Use simple sentences  Pets – Show preferences  Body parts  Clothes  Cultural Awareness – Traditional foods | | |
| **Numeracy and Mathematics** | Number/Place Value – 2 and 3 digit numbers  Estimation/Rounding – to the nearest 10  Addition/Subtraction – up to 100  Measure – length, capacity, mass & area | | Number/Place Value – 2 and 3 digit numbers  Multiplication – arrays – 2,4,3,6,5,10 times tables  Introduction to division  Time  - analogue, digital 15 and 30 minute intervals. | | Multiplication/Division - Explore link between multiplication and division  Number/Place Value  Fractions - halfs, quarters, tens and fifths  Money - recognise all coins and notes up to £10, give change up to £1 | | Multiplication/Division  Number/Place Value  Addition/Subtraction  Data Handling – Collect, organise and classify information  Shape - Revise 2D shapes, identify and name 3D objects |
| **Number Talks**  Place Value  Addition  Subtraction | | **Number Talks**  Place Value  Multiplication  Division | | **Number Talks**  Multiplication  Division | | **Number Talks**  Addition  Subtraction  Multiplication  Division |
| **Health and Wellbeing** | **Physical Education**  Football, Rugby & Creative Dance | | **Physical Education**  Basketball, Fitness & Social Dance | | **Physical Education**  Gymnastics, Tennis & Softball | | **Physical Education**  Badminton, Athletics & Sports Day |
| **Relationships (RSHP)**  Friendships | | **Mental, Emotional, Social and Physical Wellbeing (MESP)**  Relationships | | **Substance Misuse**  Substance Misuse  Food and Health | | **Relationships, Sexual Health and Parenthood (RSHP)**  Sexual Health and Parenting  Planning for Choices and Change |
| **RME** |  | | **Christianity**  Beliefs  Traditions | | **Islam**  Beliefs | | **Islam**  Traditions |
| **Interdisciplinary Learning** | | | | | | | |
| **Social**  **Studies**  **Sciences**  **Technologies**  **Expressive Arts** | **The Rainforest**  **Social Studies**   * Explore where in the world rainforests are and highlight on a map. * Compare the features of our local environment, housing and landscape to those of the rainforest.   **Sciences**   * Explore animals that live in the rainforest and how they are adapted to the environment. * Explore food chains   **Expressive Arts**   * Explore leaves and create leaf line drawings. * Using musical instruments, recreate the sounds you might hear in the rainforest.   **Technologies**   * Create a digital rainforest fact file using image, text and sounds.   **Children’s Rights**  Article 6 – Life, survival and development  Article 27 – Adequate standard of living  Article 30 – Minority, culture, language and religion | | | | **Knight and Castles**  **Technologies**   * Sketch and design a castle which will then be constructed using a range of materials.   **Social Studies**   * Explore evidence from the past through research. * Explore and investigate Scottish artefacts. * Explore significant individuals from the past and compare their lives to our daily life.   **Expressive Arts**   * Explore a variety of different media to create a castle plan. * Create a 3D model of a castle. * Create and label a castle using a variety of materials. * To re-enact a significant event from the past. * Perform and present a solo talk to an audience.   **Children’s Rights**  Article 16 – Protection of privacy  Article 6 – Life, survival and development  Article 19 – Right to be safe  Article 31 – Right to play and rest | | |
| **Outdoor Learning Opportunities** | Compare local environment to the rainforest – explore similarities and differences. | | Collect rain in measuring containers, compare amounts over a week with rainfall in the rainforest. | | Medieval outdoor games. | | |