**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****P3KG** | **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 MonthAugust – Recap of articles from last sessionSeptember – Article 7October – Article12Development of our new Class Charter | Taught Article of the MonthNovember – Article 31December – Article 24 | Taught Article of the MonthJanuary – Article 9February – Article 21March – Article 36 | Taught Article of the MonthApril/May – Article 28June – Article 17 |
| **Events and School Trips** | Pupil Leadership Group selectionMaths 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 TwitsLiteral 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 & expressionScots 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 PoetryScots 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/discussionSolo 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 31Calendar – Days, Months, Write the date, BirthdaysIn the Classroom –Match words to corresponding objectsColours – Respond to the question – C’est de quelle couleur? | **French**Weather – Use learned vocabulary as part of daily routineFood – fruits and vegetables/preferences My family – Use simple sentencesPets – Show preferencesBody partsClothesCultural Awareness – Traditional foods |
| **Numeracy and Mathematics** | Number/Place Value – 2 and 3 digit numbersEstimation/Rounding – to the nearest 10Addition/Subtraction – up to 100Measure – length, capacity, mass & area | Number/Place Value – 2 and 3 digit numbersMultiplication – arrays – 2,4,3,6,5,10 times tablesIntroduction to division Time  - analogue, digital 15 and 30 minute intervals. | Multiplication/Division - Explore link between multiplication and divisionNumber/Place Value Fractions - halfs, quarters, tens and fifthsMoney - 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 informationShape - Revise 2D shapes, identify and name 3D objects |
| **Number Talks**Place Value Addition Subtraction | **Number Talks**Place ValueMultiplicationDivision | **Number Talks**MultiplicationDivision | **Number Talks**Addition SubtractionMultiplicationDivision |
| **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 MisuseFood and Health  | **Relationships, Sexual Health and Parenthood (RSHP)**Sexual Health and Parenting Planning for Choices and Change  |
| **RME** |  | **Christianity**BeliefsTraditions | **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 developmentArticle 27 – Adequate standard of livingArticle 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 privacyArticle 6 – Life, survival and developmentArticle 19 – Right to be safeArticle 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.  |