

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

The Curriculum – ‘the totality of all that is planned for children and young people throughout their education’	<u>Class</u>	<u>Session</u>		
	P4G	2026/2027		
Opportunities for Personal Learning				
Personal Learning and Achievement Certificates – Meta-Skills, Rockstar Writer, Rockstar Mathematician Class Jobs and Responsibilities House Points and Hi-Five Friday Proud Messages Pupil Leadership Groups				
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 (Articles 2, 12, 15, 19, 23, 29, 31, and 38) September – Articles 1 and 4 – Making Rights Happen Everyone under the age of 18 has all the rights in the convention. Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children’s rights. Everyone under 18 has these rights. The governments should make sure that all these rights are available to all children.	Taught Article of the Month November – Article 26 – Social Security Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance. We have the right to help from the government if you are poor or in need. December – Article 20 – Children Unable to Live with their Family If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care	Taught Article of the Month January – Article 8 – Protection and Preservation of Identity Every child has the right to an identity. Governments must respect and protect that right, and prevent the child’s name, nationality or family relationships from being changed unlawfully. We have the right to an identity. February – Article 16 – Right to Privacy Every child has the right to privacy. The law should protect the child’s private, family and home life, including protecting children from unlawful attacks that harm their reputation.	Taught Article of the Month April/May – Article 27 – Adequate Standard of Living Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this. We have the right to a good enough standard of living. This means we should have food, clothes and a place to live. June – Article 22 – Refugee Children

	October – Article 14 – Freedom of Thought, Belief and Religion Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. We have the right to think what you like and be whatever religion you want to be, with your parents' guidance. Development of our new Class Charter	that is continuous and respects the child's culture, language and religion. We have the right to special protection and help if we can't live with our parents.	We have the right to a private life. For instance, we can keep a diary that other people are not allowed to see. March – Article 33 – Drug Abuse Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs. We have the right to be protected from dangerous drugs.	If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them. We have the right to special protection and help if we are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.
Events and School Trips	Pupil Leadership Group selection Maths Week Scotland (21st – 25th September) Macmillan Coffee Morning (25th September)	Inclusion and Diversity Week – Everyone Belongs! (26th – 29th October) Children in Need (13th November) Anti-Bullying Week – Break the Silence! (16th – 20th November) Reverse Advent Calendar (1st to 15th December) Whole School Christmas Concert (10th December) Christmas Jumper day (11th December)	Children's Mental Health Week (1st – 5th February) Scots Language Week (18th – 22nd January) Scottish Assembly (5th February) Safer Internet Day (9th February) World Book Day (4th March) STEM and World of Work Fortnight (8th – 19th March)	Sports Day (4th June) Book Week Scotland (14th – 18th June)) Whole School Trip to Heads of Ayr (17th June)
Curriculum Areas and Subjects				
	Term 1	Term 2	Term 3	Term 4
Literacy & English	Reading Class Novel – The Hundred-Mile-An-Hour-Dog	Reading Class Novel – The Worst Witch Reading for enjoyment	Reading Non-Fiction – First Encyclopaedia of the Human Body	Reading Class Novel – The Diary of a Killer Cat Reading for enjoyment

	Reading for enjoyment Comprehension – Prior knowledge, Metalinguistics, Visualisation, Main Ideas, Inference, Summarising	Comprehension – Prior knowledge, Metalinguistics, Visualisation, Main Ideas, Inference, Summarising	Reading for enjoyment Comprehension – Prior knowledge, Metalinguistics, Visualisation, Main Ideas, Inference, Summarising	Comprehension – Prior knowledge, Metalinguistics, Visualisation, Main Ideas, Inference, Summarising
	<u>Writing</u> National Improving Writing Programme EA Active Literacy – Spelling Grammar- Punctuation, Adjectives, Nouns	<u>Writing</u> National Improving Writing Programme EA Active Literacy – Spelling Grammar - Punctuation and synonyms, antonyms and homonyms	<u>Writing</u> National Improving Writing Programme EA Active Literacy – Spelling Grammar - Similes, alliteration and onomatopoeia	<u>Writing</u> National Improving Writing Programme EA Active Literacy – Spelling Grammar - paragraphs, verbs and compound words
	<u>Listening and Talking</u> Active Listening - Turn-taking and appropriate contributions. Following and responding to instructions. Identifying main points. Asking and answering questions	<u>Listening and Talking</u> Group Discussion - Building on others' ideas. Giving opinions and reasons. Asking relevant questions. Respecting different viewpoints.	<u>Listening and Talking</u> Presenting - Organising and sharing ideas clearly. Volume, pace and expression. Presenting to an audience. Listening and responding to presentations	<u>Listening and Talking</u> Applying Listening & Talking Skills - Independent group/class discussion. Listening and responding to viewpoints. Asking and answering relevant questions. Reflecting on own skills
Modern Languages	<u>French Classroom Routine/s</u> Day/date			
	<u>French</u> Greetings – Use simple greetings in everyday routines Personal Information – What is your name, How old are you? Where do you live? When is your birthday? Numbers – 0 to 50	<u>French</u> Calendar - Days of the week, months of the year, seasons In the Classroom – Participate in simple communication using instructions and identifying classroom objects Colours – Say and use the colour vocabulary in several situations	<u>French</u> Weather – Describe the weather as part of daily routine Food – fruits, vegetables, other foods My family – Use simple sentences to talk about families Pets and animals – Show preferences	<u>French</u> Body parts – Listen to and interpret instructions involving parts of the body, e.g. clap your hands Clothes – Begin to write labels for clothes Cultural Awareness – Traditional foods, give simple opinions
Numeracy and Mathematics	<u>Curriculum</u> Number and Number Processes - Place Value to 1000, Number Recognition and Number Sequences, Ordering and Number Lines, Partitioning and Representing Numbers, Number Properties and Relationships. Estimating and Rounding – Rounding 3-digit numbers, Estimating calculations, Estimating on number lines Patterns & Relationships - Number Patterns & Sequences within 1000, Patterns & Relationships, Rules & Problem Solving. Properties of 2D shapes and 3D objects - 2D Shapes & Their Properties, 3D Objects & Their Properties, Tiling & Tessellation	<u>Curriculum</u> Number and Number Processes - Number Facts & Mental Recall within 1000, Mental Addition & Subtraction Strategies, Written Addition & Subtraction, Problem Solving & Application, Using Calculators Expressions & Equations - Comparing & Ordering Numbers to 1000, Equality & Equivalence, Missing Numbers & Equations, Mathematical Reasoning & Problem Solving. Data Handling - Collecting & Organising Data, Displaying Data, Interpreting Data, Digital Data Handling. Measurement – Length, Volume and Capacity, Mass Area	<u>Curriculum</u> Number and Number Processes - Multiplication Concepts & Times Tables, Multiplication & Division Relationships, Multiplication & Division Strategies, Division, Fractions & Remainders, Problem Solving & Application Time - 12 & 24-Hour Time, Telling & Recording Time, Calendars & Dates, Duration & Measuring Time, Estimating & Applying Time. Maths in the World – Maths in Life, Work & Inventions. Ideas of Chance and Uncertainty - Language of Chance, Predicting & Comparing Chance, Investigating Chance.	<u>Curriculum</u> Fractions, Decimals and Percentages - Understanding Fractions, Fractions of Shapes & Amounts, Comparing & Ordering Fractions, Equivalent Fractions, Fractions in Real-Life Contexts. Angle, symmetry and transformation – Angles, Turns, Direction & Compass Points, Symmetry, Position & Grid References Data Handling - Collecting & Organising Data, Displaying Data, Interpreting Data, Digital Data Handling. Money - Recognising & Representing Money up to £20, Paying & Making Amounts, Calculating with Money, Pounds, Pence & Conversions, Financial Education.
	<u>Number Talks</u> Addition Strategies	<u>Number Talks</u> Subtraction Strategies	<u>Number Talks</u> Multiplication Strategies	<u>Number Talks</u> Division Strategies
	<u>Curriculum</u>	<u>Curriculum</u>	<u>Curriculum</u>	<u>Curriculum</u>

Health and Wellbeing	Social wellbeing Food and health			Mental and emotional wellbeing Food and health			Physical wellbeing Substance Misuse			Relationships, sexual health and parenthood		
	<u>Physical Education</u> Basketball Hockey Creative Dance			<u>Physical Education</u> Rugby Fitness Social Dance			<u>Physical Education</u> Gymnastics Football			<u>Physical Education</u> Tennis Athletics Rounders		
RME	<u>Judaism</u> Beliefs			<u>Judaism</u> Practices and traditions								
Interdisciplinary Learning												
Social Studies Sciences Technologies Expressive Arts	<u>Whole School – Around the World</u> <u>Mexico</u> Social Studies: mapping, Scotland comparison, landmarks and landscapes, climate, daily life and traditions, tourism, Maya civilisation. Literacy: non-fiction texts, fact files and information reports, traditional tales/legends, researching and presenting information. Maths: coordinates and grid references, distance, handling data, money. Technologies: Food, researching, tourism adverts/posters, digital presentations, Minecraft Education. Expressive Arts: Mexican-inspired art and pattern, Day of the Dead, traditional music and dance, clay modelling, embossing. HWB: comparing Mexico and Scotland, food and healthy eating, cultural diversity, traditions and festivals.			<u>Our Town</u> Social Studies: exploring our local area, physical and human features, land use, housing, community groups and services, creating and using maps. Literacy: information texts, persuasive writing, descriptions, visitor guides/leaflets, interviewing and presenting. Maths: maps and grid references, position and direction, scale, distance, surveys and data handling. Technologies: digital mapping, online research, photography. Expressive Arts: sketching/landscape art, maps and models, designing. HWB / Global Goals: safe, welcoming and sustainable community; looking after our environment; identifying ways we could improve our community; exploring Global Goals.			<u>Skeleton</u> Science - Explore the human skeleton and major organs, investigate how the skeleton supports and protects the body, consider ways to keep our bodies healthy. <u>Sound</u> Science - Investigate how sounds are produced through vibrations. <u>Inheritance</u> Science - Explore similarities and differences between generations of humans, plants and animals. <u>Water</u> Science - Investigate how water changes between solid, liquid and gas.			<u>Enterprise</u> Social Studies: exploring businesses, different jobs and responsibilities within a business, making decisions as a team, understanding wants and needs, budgeting and considering whether items are affordable. Literacy: persuasive advertising, posters and leaflets, product descriptions, slogans, presenting/pitching ideas, researching. Maths: money, calculating costs and prices, budgeting, giving change, addition and subtraction with money, comparing prices, recording sales and simple profit/loss. Technologies: designing and creating, adverts/posters, researching, spreadsheets. Expressive Arts: product design, logos, branding, packaging and advertising; displays HWB: teamwork, communication, leadership, decision-making, taking responsibility for different roles, problem-solving and developing confidence. <u>Plants</u> Science - Investigate what plants need to grow and stay healthy. Plan simple experiments, make predictions, observe changes and record findings. Grow and care for plants successfully.		
	<u>Meta-skills</u>			<u>Meta-skills</u>			<u>Meta-skills</u>			<u>Meta-skills</u>		
	Self-Management Focusing	Social Intelligence Communicating	Innovation Curiosity	Self-Management Focusing	Social Intelligence Communicating	Innovation Curiosity	Self-Management Focusing	Social Intelligence Communicating	Innovation Curiosity	Self-Management Focusing	Social Intelligence Communicating	Innovation Curiosity

	Integrity Adapting Initiative	Feeling Collaborating Leading	Sense- Making Creativity Critical Thinking	Integrity Adapting Initiative	Feeling Collaborating Leading	Sense- Making Creativity Critical Thinking	Integrity Adapting Initiative	Feeling Collaborating Leading	Sense- Making Creativity Critical Thinking	Integrity Adapting Initiative	Feeling Collaborating Leading	Sense- Making Creativity Critical Thinking
	<u>Children's Rights</u>			<u>Children's Rights</u>			<u>Children's Rights</u>			<u>Children's Rights</u>		
	Article 16 – Privacy Article 17 – access to information from the media Article 24 – Health, water, food, environment			Article 19 – Protection from violence Article 38 – Protection in war Article 31 – Rest, play, culture and arts			Article 24 – Health, water, food, environment Article 27 – adequate standard of living			Article 2 – non-discrimination Article 7 – birth, registration, name nationality, care Article 8 - protection and preservation of identity Article 12 – respect for views of the child Article 13 – freedom of expression Article 14 - freedom of thought, belief and religion Article 19 - protection from violence, abuse and neglect Article 22 - refugee children		
Outdoor Learning Opportunities	Outdoor number line to 1000 Shape hunt Natural Maya-inspired art			Local area walk and mapping Water/weather observations Land-use/environmental survey Photography and observational sketching			Sound walk Times-table trails Outdoor sound investigations			Right-angle hunt Symmetry in nature/environment Compass directions Plant growing and measuring Team-building and leadership challenges		