

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> P1/2HW		<u>Session</u> 2026/2027			
	Opportunities for Personal Learning					
	Personal Learning and Achievement – Celebrated at assemblies and in class Rockstar Writer, Presenter and Reader Rights Respecting Schools Award House Points Proud Messages Class Incentives Robbie Robertland Shiny Sharers					
	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	Taught Article of the Month	Taught Article of the Month	Taught Article of the Month		
	August – Recap of articles from last session Articles 2, 12, 15, 19, 23, 29, 31, and 38	November – Article 26 – Social Security	January – Article 8 – Protection and Preservation of Identity	April/May – Article 27 – Adequate Standard of Living		
	September – Articles 1 and 4 – Making Rights Happen	December – Article 20 – Children Unable to Live with their Family	February – Article 16 – Right to Privacy	June – Article 22 – Refugee Children		
	October – Article 14 – Freedom of Thought, Belief and Religion		March – Article 33 – Drug Abuse			
	Development of our new Class Charter					

Events and School Trips	Pupil Leadership Group selection Maths Week Scotland (21 st – 25 th September) Macmillan Coffee Morning (25 th September)	Inclusion and Diversity Week – Everyone Belongs! (26 th – 29 th October) Children in Need (13 th November) Anti-Bullying Week – Break the Silence! (16 th – 20 th November) Reverse Advent Calendar (1 st to 15 th December) Whole School Christmas Concert (10 th December) Christmas Jumper day (11 th December)	Children’s Mental Health Week (1 st – 5 th February) Scots Language Week (18 th – 22 nd January) Scottish Assembly (5 th February) Safer Internet Day (9 th February) World Book Day (4 th March) STEM and World of Work Fortnight (8 th – 19 th March)	Sports Day (4 th June) Book Week Scotland (14 th – 18 th June)) Whole School Trip to Heads of Ayr (17 th June)
	Curriculum Areas and Subjects			
Literacy & English Learning will be differentiated	Term 1 <u>Reading</u> Enjoyment and Choice: recognising letters and their sounds Exploring different stories and texts (fiction and non-fiction) Independent/group reading Find it, Prove it. Prior knowledge	Term 2 <u>Reading</u> Tools for Reading: decoding (sounding out words) Non-fiction texts through topics Predictions Visualisation	Term 3 <u>Reading</u> Fiction and non-fiction: finding information Non-fiction texts through topics Predictions Visualisation	Term 4 <u>Reading</u> Using reading skills to answer questions about the text Metalinguistics
	<u>Writing</u> Mark making Fine motor control development Letter formation Recount Writing Description Narrative Grammar - Capital letters, Full stops,	<u>Writing</u> Descriptive Writing Recount Writing Description Narrative Grammar – Plurals, Verbs, Connectives Introduce tense	<u>Writing</u> Instructions Recipes Personal Writing Recount Introduce Explanation Grammar – Question mark, Introduce explanation mark	<u>Writing</u> Narrative Imaginative Recount Introduce Explanation Grammar – Question mark, Introduce explanation mark

	Finger spaces Sentence structure Rhyming words Nouns			
	<u>Listening and Talking</u> Tools for listening and talking: • Volume • Pair and group discussions • Turn taking Answering with relevance Follow simple instructions Show respect by listening to others	<u>Listening and Talking</u> Finding and using information: answering questions and asking questions Listen to and respond to texts Talk about texts with others Share personal book reviews	<u>Listening and Talking</u> Using my listening, talking and finding information skills together Voice projection Conversational cues – nodding instead of speaking, eye contact with audience etc.	<u>Listening and Talking</u> Using new words from topics etc to show what I have learned. Using what I know to create questions to learn more Present individually or in groups using appropriate vocabulary and taught skills
Modern Languages	<u>French Classroom Routine/s</u> Greetings, How are you?, Please and thank you			
	<u>French</u> French Greetings – Hello, goodbye, how are you? Personal Information – What is your name? Numbers – 0 to 10	<u>French</u> Calendar - Days of the week In the Classroom- Simple instructions, common words Colours	<u>French</u> Weather Food – fruits My family	<u>French</u> Pets Cultural Awareness – How to get to France
Numeracy and Mathematics	<u>Curriculum</u> Number & Number Processes Counting forwards and backwards to 20 Identifying numerals to 20 Representation and recognition of number zero Estimating and Rounding Comparing quantities e.g. more than and less than Use language of before, after and numbers in between <u>Mathematics</u>	<u>Curriculum</u> Number & Number Processes Recalls the number sequence forwards from 0-30 Recall the number sequence backwards from 20-0 Ordering numbers from 0-20 Identifying a missing number in a sequence to 20 Ordinal numbers e.g. I am third in the line <u>Mathematics</u> Time Recognise minute hand and hour hand	<u>Curriculum</u> Number & Number Processes Addition to 10 (by adding 1 and 2 e.g. 5+1=6, 7+2=9) using concrete materials and number lines. Use mathematical language linked to addition Recognise + sign Missing number problems <u>Mathematics</u> Measurement Length/ Weight/ Capacity Use nonstandard units to measure and object	<u>Curriculum</u> Number & Number Processes Subtraction to 10 (by subtracting 1 and 2 e.g. 5-1=4, 7-2=5) using concrete materials and number lines. Use mathematical language linked to subtraction Recognise - sign Missing number problems Estimating and Rounding Make a sensible guess of a quantity and count quantity to check estimation

	Properties of 2D shapes and 3D objects Name 2D and 3D shapes Describe and recognise properties e.g. straight, round, flat, curved, sides, corners etc Recognising 3D and 2D shapes in real life Patterns and Relationships Copy, continue and create simple patterns e.g. red, yellow, red, yellow Discuss what comes next in a given pattern Learning will be differentiated for learners Number fluency – counting on and back to 100 Counting in 2s, 5s and 10s Counting in 10s from any number Estimation within 20 Place Value – tens and units Ordering numbers on and back – 0 - 100	Linking time of day to routines e.g. eating breakfast Days of the week, months of year and seasons Telling o'clock time on analogue and digital (12 hour only) Represent time on an analogue and digital clock Fractions Share a whole into 2 equal parts (halves) Know halves must be the same size (equal) Angle, symmetry and transformation Can use language to direct and position e.g. in front, behind, above, below Know the difference between left and right and use in real life e.g. left hand Identify one line of symmetry Learning will be differentiated for learners Add by combining groups together and counting to find a total Counting on and back from any number to add and subtract up to 100 Time – o'clock and half past Digital and analogue clocks (12 hour), Days of the week Months of the year, Seasons	Use vocabulary such as tall and short, heavy and light, full and empty Compare size of objects e.g. big, bigger and biggest Money Sort and recognise all coins to £2 Use coins to pay exact amount for items to 10p Patterns and Relationships Counting in 2s, 5s and 10 Learning will be differentiated for learners Multiplication and division Repeated addition Multiply by counting in groups Take a number and share it equally Grouping larger numbers into smaller groups Money Recognise all coins to £1 Find total of a collection of coins up to 20p Use pence and pound symbols	Mathematics Data Handling Read data from a pictogram Create a pictogram Use Carroll diagram Learning will be differentiated for learners Fractions- Read, write and use the notation $\frac{1}{2}$ and $\frac{1}{4}$ Find half/quarter of a quantity Find simple equivalent fractions Data Handling- Interpret simple information from displays Collect and analyse simple information
	Number Talks Developing 'Number Sense' and 'Number Fluency' with numbers to 5	Number Talks Developing 'Number Sense' and 'Number Fluency' with numbers to 20 (Through Ten Frame, Dot Images and Rekenreks)	Number Talks Making Landmark or Friendly Numbers Adding up Counting On/ Adding Up in Chunks Making Tens/Bridging Through Ten Partitioning Adding to subtract	Number Talks Subtraction Removal or Counting Back Doubles / Near-doubles Consolidation of covered Strategy /Tool

	Developing 'Number Sense' and 'Number Fluency' with numbers to 10 (Through Ten Frame, Dot Images and Rekenreks) Dot images Ten frames, Rekenreks	Place Value - Partitioning Counting On/Adding Up in Chunks Double/Near Doubles Friendly numbers		Compensation Removal/Counting back
Health and Wellbeing	<u>Curriculum</u> <u>Mental and Emotional Wellbeing</u> Emotions and feelings <u>Relationships, Sexual Health and Parenthood</u> Friendships- how likes and dislikes can influence friendships <u>Social Wellbeing</u> Children's Rights	<u>Curriculum</u> <u>Mental and Emotional Wellbeing</u> Emotions and Feelings <u>Substance Misuse</u> Medicines <u>Social Wellbeing</u> Children's Rights	<u>Curriculum</u> <u>Food and Health</u> Exploring different foods Food preparation Farm to Fork <u>Planning for Choices and Changes</u> World of Work <u>Social Wellbeing</u> Children's Rights	<u>Curriculum</u> <u>Relationships, Sexual Health and Parenthood</u> Human Body - Where living things come from and how they are nurtured <u>Social Wellbeing</u> Children's Rights
	<u>Physical Education</u> Free Play/Routines/Safety Ball Skills Football	<u>Physical Education</u> Gymnastics Physical Fitness Creative Dance	<u>Physical Education</u> Throwing and Catching Social Dance Basketball	<u>Physical Education</u> Hockey Athletics Sports Day prep
RME	<u>Christianity</u> Beliefs – Story approach	<u>Christianity</u> Practices and Traditions Nativity (Christmas Story)		
Interdisciplinary Learning				
Social Studies Sciences Technologies Expressive Arts	<u>Whole School – Around the World</u> SOC- People in Society, Economy and Business Literacy – English and Māori stories Numeracy – 2D shapes Technologies – Opposites, exploring New Zealand using a digital map, Sciences – Day and Night, wonders of nature	<u>Pirates and Under the sea</u> SOC- People in Society, Economy and Business Literacy – Descriptive writing, role play Numeracy – Position and movement using maps. Technologies – Using digital technologies (treasure hunt) Sciences – How things move (ships)	<u>Katie Morag and Scotland</u> SOC- People in Society, Economy and Business Literacy – instructional writing Numeracy – Weight and capacity (post office) Technologies – Scottish foods, our local environment, what we need in our daily lives.	<u>Julia Donaldson</u> SOC- People in Society, Economy and Business Literacy – Comprehension and new vocabulary Numeracy – Subtraction, linked to room on the broom Technologies – Reduce, reuse, cycle Sciences – Plants and how they grow

	Social Studies – Exploring New Zealand, cultures and how we can travel Expressive Arts – Choosing materials and making choices HWB – Tasting and comparing foods, daily lives, The Haka <i>Led by pupil voice. Interdisciplinary Topic with vast coverage of curricular areas.</i>			Social Studies – Clothing, differences and responsibilities. Expressive Arts – Role play. HWB – Needs and wants <i>Led by pupil voice. Interdisciplinary Topic with vast coverage of curricular areas.</i>			Sciences – Scottish animals Social Studies – Our local environment Expressive Arts – Presenting Scottish poem, Scottish artists HWB – People who help us, Jobs <i>Led by pupil voice. Interdisciplinary Topic with vast coverage of curricular areas.</i>			Social Studies – Looking after our environment Expressive Arts – Role play and sharing opinions HWB – Where living things come from <i>Led by pupil voice. Interdisciplinary Topic with vast coverage of curricular areas.</i>		
	Meta-skills			Meta-skills			Meta-skills			Meta-skills		
	Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking	Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking	Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking	Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking
	Children's Rights			Children's Rights			Children's Rights			Children's Rights		
	Article 31			Article 29			Article 7			Article 6		
Outdoor Learning Opportunities	Weekly opportunities for outdoor learning across the curriculum			Weekly opportunities for outdoor learning across the curriculum			Weekly opportunities for outdoor learning across the curriculum Big Garden Bird Watch RSPB			Weekly opportunities for outdoor learning across the curriculum		