

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> P7F	<u>Session</u> 2026/2027		
Opportunities for Personal Learning				
Learner Profiles – My World of Work ‘Your time’ - given for 15 minutes during some soft-starts Personal Learning and Achievement – Celebrated at assemblies and in class Rockstar Writer and Presenter Rockstar Mathematician Meta-Skills Certificate Weekly review meetings - based on rights, SHANARRI, school values and meta-skills Rights Respecting Schools Award House Points Proud Messages Class Economy Points System P7 Buddying				
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	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.	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.	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

	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. 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	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 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.	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. 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.	should have food, clothes and a place to live. June – Article 22 – Refugee Children 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)	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)	Sports Day (4th June) Book Week Scotland (14th – 18th June)) Whole School Trip to Heads of Ayr (17th June)

		Whole School Christmas Concert (10th December) Christmas Jumper day (11th December)	STEM and World of Work Fortnight (8th – 19th March)	
Curriculum Areas and Subjects				
	Term 1	Term 2	Term 3	Term 4
Literacy & English	<u>Reading</u> Class Novel: Adolphus Tips Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of written and spoken texts	<u>Reading</u> Fiction group novels Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of written and spoken texts	<u>Reading</u> Non-fiction group novels Features of non-fiction texts Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of written and spoken texts	<u>Reading</u> Class Novel: Divided City Difference between fact and opinion Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of written and spoken texts
	<u>Writing</u> Tools for writing Recount Grammar: Nouns, adjectives, verbs & punctuation (inc direct speech) Nelson handwriting Spelling – Active Literacy phonemes and common/topic words	<u>Writing</u> Tools for writing Narrative/Persuasive Grammar: Paragraphs, pronouns, adverbs Nelson handwriting Spelling – Active Literacy phonemes and common/topic words	<u>Writing</u> Tools for writing Discursive/Response Grammar: Prepositions, figurative language & word roots Nelson handwriting Spelling – Active Literacy phonemes and common/topic words	<u>Writing</u> Tools for writing Explanation/Report Grammar: Synonyms, Homonyms, antonyms & Homophones Nelson handwriting Spelling – Active Literacy phonemes and common/topic words
	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion Weekly review meetings Pupil Leadership groups	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion Weekly review meetings Pupil Leadership groups Debates	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion Weekly review meetings Pupil Leadership groups Scots verse competition Debates	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion Weekly review meetings Pupil Leadership groups Presentations/solo talks
Modern Languages	French Classroom Routine/s Day/date Asking to be excused from class			

	<u>French</u> Greetings – Write simple greetings in context Personal Information – Create a conversation with a partner Numbers – 0 to 100 Calendar – Use in daily routines In the Classroom – Participate in simple communication using instructions and questions	<u>French</u> Colours – Recognise and write colour words Weather – Describe and write about the weather Food – Use learned vocabulary as part of activities, games and daily routines Family and Animals – Write and sequence more complex texts using dictionaries and vocabulary	<u>French</u> Body parts – Respond to instructions involving parts of the body during activities and daily routines Clothes Time – Use vocabulary and concept as part of daily routines	<u>French</u> Culture and Awareness – Demonstrate knowledge and understanding of climate and landscape of France French Alphabet – Participate in spelling games to orally spell familiar French words
Numeracy and Mathematics	<u>Curriculum</u> Place value - numbers to 1,000,000 and up to 3 decimal places Estimation of calculations between 1,000,000 and 3 decimal places Rounding numbers within 3 decimal places and to the nearest 100,000 Addition and subtraction – 4 digits and beyond Information handling – interpreting and creating graphs and charts including line graphs and use of digital data handling resources Co-ordinates (4 quadrants)	<u>Curriculum</u> Multiplication and division - 4 digits by up to 2 digits, and whole numbers and decimals by 10, 100 and 1000 Money – profit, loss, credit and debit cards, budgeting and foreign exchange 2D and 3D shapes (quadrilaterals, diameter and circumference of a circle, nets of 3D shapes, tiling) Measure - measuring, calculating and converting length	<u>Curriculum</u> Identifying multiples, factors and prime numbers Fractions and Percentages - identification, calculations and links with decimals Time Angles & Bearings - protractor use, complimentary and supplementary angles Measure - measuring and calculating area and perimeter	<u>Curriculum</u> Identifying and calculating with negative numbers Patterns and relationships leading to 2-step function machines and simple equations BODMAS – order of operations Measure – measuring, calculating and converting volume and mass Scale drawings Chance and probability
	<u>Number Talks</u> Multiplication masters - learning times tables Addition: doubles/near doubles, compensation and bridging through 10 within 5 digits Number patterns	<u>Number Talks</u> Multiplication masters - learning times tables Multiplication: Grid method, doubling and halving and friendly numbers Division: Repeated subtraction and multiplying up	<u>Number Talks</u> Multiplication masters - learning times tables Time: Bridging through 60 Completing the 4 operations with fractions	<u>Number Talks</u> Multiplication masters – learning times tables Subtraction: Place Value and Negative Numbers, re-ordering and keeping a constant difference Number patterns
Health and Wellbeing	<u>Curriculum</u> Social, emotional and mental wellbeing The Zones of Regulation Food and Health – tasting food from around the world	<u>Curriculum</u> Substance Misuse – Alcohol and harmful substances	<u>Curriculum</u> Food and Health – Sustainability Planning for Choices and Change – STEM and World of Work Fortnight	<u>Curriculum</u> Relationships, sexual health and parenthood – how bodies and emotions change during puberty, personal hygiene, and how new life begins

	<u>Physical Education</u> Badminton Basketball Rounders Fitness	<u>Physical Education</u> Gymnastics Social Dance Fitness	<u>Physical Education</u> Athletics Hockey Creative Dance Fitness	<u>Physical Education</u> Football Rugby Sports Day Preparation Fitness
RME	Islam, Christianity, Judaism Beliefs	Islam, Christianity, Judaism Practices and Traditions		Divided City Development of beliefs and values – respecting the beliefs of others and developing own beliefs and values
Interdisciplinary Learning				
Social Studies Sciences Technologies Expressive Arts	<u>Whole School – Around the World</u> <u>P7F – United Arab Emirates</u> - Social studies: Desert & coastal geography, from pearls to oil, modern UAE tourism - Literacy: Recounts from the perspective of pearl divers, non-fiction texts about UAE wildlife, persuasive travel adverts - Maths: Eastern Arabic numerals, currency conversion (GBP to AED), coordinates on a map of the Emirates - Technologies: Emirati food, architectural engineering (Burj Khalifa), Minecraft Education future desert cities, safe online research (.ae websites) - Expressive arts: Islamic geometric art, modelling traditional wind towers (Barjeel) - HWB: Cultural significance of camel racing, global citizenship in an expat-majority society - RME: Practices of Islam and the Sheikh Zayed Grand Mosque	<u>World War 2</u> - Social studies: world history - Literacy: narrative writing about WW2, persuasive posters and writing to stop war/for people to help the war effort - Maths: money and rationing in WW2, Alan Turing (code) - Technologies: Coding in WW2, clothing, food in WW2, digital technology then vs now - Expressive arts: music during WW2, using the drama conventions to explore WW2, drawing, painting and collage <u>Micro-Organisms</u> - Science: the human body, micro-organisms, plants - Health and Wellbeing: Physical wellbeing and Food and Health - Technologies: Working body system models - Expressive arts: body percussion, diagrams	<u>Energy Sources and Sustainability</u> Links to the Global Goals throughout the topic. - Science: energy sources including electricity, non-renewable energy and renewable energy - Science: Circuits and batteries - Social studies: the impact of different sources of energy on the environment - Technologies: how technology and people's actions can impact the environment - Literacy: discursive writing and debates - Expressive arts: digital posters <u>Ethical Trading</u> - Social studies: current societal, political and economic issues, fairtrade, different societies' abilities to meet people's basic needs, payment of essential goods and services	<u>Divided City</u> - Social studies: immigration, Glasgow - RME: values and beliefs, Christianity - HWB: inclusion, mental, emotional and social wellbeing, Zones of Regulation, exploring anti-social behaviour linked to football - Literacy: answering and asking literal, inferential and evaluative skills about Divided City, exploring themes, main ideas, metalinguistics, visualisation and summarising, writing reports about football matches - Expressive arts: drawings, creating music to match a text, use of the drama conventions to explore themes <u>Earth's Materials and Topical Science</u> - Science: exploring substances that make up Earth, and

	<u>Senses and Sound</u> - Science: vibrations and waves, and senses - Music: sounds, pitch, melody, rhythm, timbre and dynamics						- Literacy: discursive writing and debates - Technologies: critical research			comparing uses for different materials Science: current scientific news and contributions		
	<u>Meta-skills</u>			<u>Meta-skills</u>			<u>Meta-skills</u>			<u>Meta-skills</u>		
	Self-Management	Social Intelligence	Innovation	Self-Management	Social Intelligence	Innovation	Self-Management	Social Intelligence	Innovation	Self-Management	Social Intelligence	Innovation
	Focusing Integrity Adapting Initiative	Communicating Feeling Collaborating Leading	Curiosity Sense-Making Creativity Critical Thinking	Focusing Integrity Adapting Initiative	Communicating Feeling Collaborating Leading	Curiosity Sense-Making Creativity Critical Thinking	Focusing Integrity Adapting Initiative	Communicating Feeling Collaborating Leading	Curiosity Sense-Making Creativity Critical Thinking	Focusing Integrity Adapting Initiative	Communicating Feeling Collaborating Leading	Curiosity 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	Place value and number work outdoors Maths Week Scotland outdoor maths activities Coordinates and mapping skills outdoors	Multiplication and division outdoors Measuring outdoors	Children’s mental health week outdoor activities Fractions, decimals and percentages outdoors Measuring outdoors Plants	Outdoor reading Explore local community and compare it to Glasgow Measuring outdoors
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