**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**  **P5MH** | | **Session**  **2025/2026** | |  | |
| **Opportunities for Personal Learning** | | | | | | | |
| **Learner Profiles – My World of Work**  **Personal Learning and Achievement – Celebrated at assemblies and in class**  **Rockstar Reader, Writer and Presenter**  **Rights Respecting Schools Award**  **House Points**  **Proud Messages**  **High Five Incentives**  **Pupil Leadership Committees** | | | | | | | |
| **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)**  **lea**  **Sports Day**  **(2nd June)** |
| **Curriculum Areas and Subjects** | | | | | | | |
|  | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** |
| **Literacy &**  **English** | **Reading**  Class text: Tin Forest, Weslandia  Boost learning: Fiction  Enjoyment, Aloud, Strategies.  Character, Setting, Theme. | | **Reading**  Class text: Great Adventurers  Boost learning: Non-fiction  Enjoyment, Aloud, Strategies.  Information, Notes, Fact & Opinion | | **Reading**  Class novel: The Boy At The Back of The Class  Boost learning: fiction  Enjoyment, Aloud, Strategies.  Character, Setting, Theme. | | **Reading**  Class novel: This Morning I Met A Whale  Boost learning: fiction  Enjoyment, Aloud, Strategies.  Character, Setting, Theme. |
| **Writing**  Spell, Punctuate, Proof, Present, Purpose.  Share experiences. *Recount* | | **Writing**  Spell, Punctuate, Proof, Present, Purpose.  Notes, Convey, Persuade. *Explanation* | | **Writing**  Spell, Punctuate, Proof, Present, Purpose.  Persuade, Explore*. Response, Persuasion* | | **Writing**  Spell, Punctuate, Proof, Present, Purpose.  Create, Style, Choose texts. *Narrative* |
| **Listening and Talking**  Respond, Features, Share.  Notes. | | **Listening and Talking**  Respond, Features, Share.  Create, Fact & Opinion. | | **Listening and Talking**  Respond, Features, Share.  Purpose, Respond. | | **Listening and Talking**  Respond, Features, Share.  Select, Present. |
| **Modern Languages** | **French**  Greetings – Take part in simple conversations, respond to greetings  Personal Information –Create a conversation with a partner  Numbers – 0 to 69  Calendar - Days of the week, months of the year, seasons, use in daily routines  In the Classroom – Participate in simple communication using instructions and identifying and writing about classroom objects  Colours – Say and use the colour vocabulary in different areas of the curriculum  Weather – Describe and write about the weather  Food | | | | **French**  My family – Use adjectives to describe family members  Wild animals  Body parts – Facial features  Clothes – Begin to write sentences and short texts about clothes  Time  French Alphabet  Sports  Countries and Nationalities – Identify countries on a map  Culture and Awareness – Famous artists | | |
| **Numeracy and Mathematics** | Estimating & Rounding to 10, 100 and 1000 to solve real life problems  Timetables and durations in 12 and 24-hour time  Place value to 100, 000 and 2 decimal places\* | | Addition and Subtraction problem solving\* with efficient strategies  Ideas of Chance and Uncertainty  Patterns & Relationships between multiples and factors | | Multiplication and Division facts applied to larger numbers\*  Expressions & Equations using symbols to solve problems  Money managing and budgets  Data using bar and line graphs, pie charts and tables | | Fractions, Decimals & Percentages simple equivalences and quantities.  Measurement and conversion up to kg and km. Perimeter and area.  Shape symmetry, reflection and translation. Coordinates in first quadrant  Measure, draw and compare Angles recognising acute, obtuse and straight |
| **Number Talks**  Addition/Multiplication | | **Number Talks**   Subtraction/ Division | | **Number Talks**  Addition/Multiplication | | **Number Talks**   Subtraction/ Division |
| **Health and Wellbeing** | **Physical Education**  Rugby  Football  Social Dance | | **Physical Education**  Gymnastics  Fitness  Creative Dance | | **Physical Education**  Tennis  Football  Cricket/ Softball/ Rounders | | **Physical Education**  Hockey  Athletics  Sports Day Prep |
| Social, Emotional and Mental Wellbeing | | Anti Bullying  Physical Wellbeing | | Substance Misuse  Planning for Choices and Change | | Food and Health  Relationships, Sexual Health and Parenthood |
| **RME** |  | |  | | Religious buildings and texts | | Development of beliefs and value |
| **Interdisciplinary Learning** | | | | | | | |
| **Social**  **Studies**  **Sciences**  **Technologies**  **Expressive Arts** | **Scottish Wars of Independence**  **Social Studies:**  • Explore causes and consequences of the Wars of Independence. • Investigate key figures (Wallace, Bruce) and significant battles (Stirling Bridge, Bannockburn).  **Technologies**: • Research using digital archives, maps and documents.  **Expressive Arts**: • Art – heraldry, banners, illuminated letters.  **Health & Wellbeing**: • Debate fairness, justice and conflict resolution.  **Children’s Rights**  Article 38 – Protection in war.  Article 12 – Respect for views of the child. | | | | **Rights and Responsibilities**  **(The Boy At The Back Of The Class)**  **Social Studies:**  • Migration and refugees – why people move, challenges faced and impact on communities. • Compare rights of children in Scotland with those in other parts of the world.  **Sciences**: • Topical science – investigate human needs (food, water, shelter). • Healthy eating and food sustainability links.  **Expressive Arts**: • Drama and role play based on novel extracts. **Health & Wellbeing**: • Building empathy, kindness, resilience and teamwork.  **Children’s Rights**  Article 22 – Refugee children. Article 28 – Right to education. Article 2 – Non-discrimination. Article 15 – Freedom of association. | | **Our Landscape**  **(This Morning I Met A Whale)**  **Social Studies:**  • Explore Scotland’s landscapes and how humans interact with and change them. • Investigate sustainability and responsible use of resources.  **Sciences**: • Food chains and webs.  **Technologies**: • Use digital tools (Google Earth, mapping software) to explore landscapes. **Expressive Arts**:  • Create art inspired by the natural world.  **Children’s Rights**  Article 24 – Health, water, food, environment. Article 29 – Goals of education (respect for natural environment). |
| **Outdoor Learning Opportunities** | **Social Studies**  Re-enact key battles and events in outdoor spaces  Map landscapes/routes linked to Stirling Bridge and Bannockburn  **Literacy**  Recount writing performed outdoors  **Health & Wellbeing**  Team strategy games reflecting fairness, justice and leadership. | | | | **Health & Wellbeing**  Team-building tasks exploring fairness, cooperation, resilience.  **Numeracy**  Data handling in the playground | | **Sciences**  Nature walks to observe biodiversity, food chains and ecosystems; environmental surveys (wildlife spotting, litter collection, water quality checks).  **Literacy**  Descriptive writing walks.  **Health & Wellbeing**  Outdoor physical activity linked to Sports Day prep.  **RME**  Reflect on respect for the natural environment and cultural links to land/water. |