

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> P4/5MH	<u>Session</u> 2026/2027		
Opportunities for Personal Learning				
Learner Profiles – My World of Work Personal Learning and Achievement – Celebrated at assemblies and in class Rockstar Mathematician Meta-skills Certificate Rockstar Writer/Reader/Presenter House Points 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	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) Day of Dance (4 th November) 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			
	Term 1	Term 2	Term 3	Term 4
	<u>Reading</u> Class text: 100mph Dog Individual/group: fiction Enjoyment, Aloud, Strategies. Character, Setting, Theme.	<u>Reading</u> Class text: inc. Weslandia Individual/group: non-fiction Enjoyment, Aloud, Strategies. Character, Setting, Theme.	<u>Reading</u> Class texts: inc. Tin Forest Individual/group: non-fiction Enjoyment, Aloud, Strategies. Information, Notes, Fact & Opinion	<u>Reading</u> Class novel: This Morning I Met A Whale Individual/group: fiction Enjoyment, Aloud, Strategies. Character, Setting, Theme. Information, Notes, Fact & Opinion
	<u>Writing</u> Spell, Punctuate, Proof, Present, Purpose. Share experiences. <i>Narrative, Persuasion</i>	<u>Writing</u> Spell, Punctuate, Proof, Present, Purpose. Notes, Convey. <i>Report</i>	<u>Writing</u> Spell, Punctuate, Proof, Present, Purpose. Persuade, Explore. <i>Response, Procedure</i>	<u>Writing</u> Spell, Punctuate, Proof, Present, Purpose. Create, Style, Choose texts. <i>Narrative</i>
	<u>Listening and Talking</u> Respond, Features, Share. Notes.	<u>Listening and Talking</u> Respond, Features, Share. Notes.	<u>Listening and Talking</u> Respond, Features, Share. Purpose, Respond.	<u>Listening and Talking</u> Respond, Features, Share. Select, Present.

Literacy & English

	<u>French Classroom Routine/s</u>			
	Weather			
Modern Languages	<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 69	<u>French</u> Calendar - Days of the week, months of the year, seasons 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	<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> 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	<u>Curriculum</u> Addition and Subtraction problem solving with efficient strategies Ideas of Chance and Uncertainty Patterns & Relationships between multiples and factors Measurement and conversion up to kg and km. Perimeter and area.	<u>Curriculum</u> 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 Coordinates in first quadrant	<u>Curriculum</u> Fractions, Decimals & Percentages simple equivalences and quantities. Shape symmetry, reflection and translation. Measure, draw and compare Angles recognising acute, obtuse and straight
	<u>Number Talks</u> Addition/Multiplication	<u>Number Talks</u> Subtraction/ Division	<u>Number Talks</u> Addition/Multiplication	<u>Number Talks</u> Subtraction/ Division
Health and Wellbeing	<u>Curriculum</u> Social, Emotional and Mental Wellbeing	<u>Curriculum</u> Anti Bullying Physical Wellbeing	<u>Curriculum</u> Substance Misuse Planning for Choices and Change	<u>Curriculum</u> Food and Health Relationships, Sexual Health and Parenthood
	<u>Physical Education</u> Rugby Football Social Dance	<u>Physical Education</u> Gymnastics Fitness Creative Dance	<u>Physical Education</u> Tennis Football Cricket/ Softball/ Rounders	<u>Physical Education</u> Hockey Athletics Sports Day Prep
RME	Christianity, Islam and Judaism Beliefs	Christianity, Islam and Judaism Practices and Traditions		
Interdisciplinary Learning				

Social Studies Sciences Technologies Expressive Arts	<u>Whole School – Around the World:</u>						<u>Our Changing Planet:</u>					
	Modern Day & Historical Japan: Literacy – Reports on Japan, personal narratives (a day in the life), persuasive writing (visit, argue for/against invention) research, notes, response Spelling – Topic vocabulary Expressive Arts – Hokusai waves, Kusama patterns, textile design, character design, calligraphy, listen and respond to Japanese music, taiko rhythms Technologies – Micro:bit Tamagotchi-style project, digital research presentations, coding games, structures Numeracy – Comparing temperatures, rainfall, population; Japan & Scotland, Yen and simple money problems, bullet train timetables Sciences – Earthquakes, volcanoes and tsunamis, magnets and high-speed trains, forces and friction. Social Subjects – Key physical/human features, compare with Scotland, homes, schools, food, transport and customs. Historical evidence and significant people/events Science (Discrete): Changing states, properties of substances						Literacy – Experiment Write-ups, Explanation texts (The Water Cycle, pollution, climate change), Topic related non-fiction reading, note-taking Spelling – Topic Vocabulary Expressive Arts – Create a Water Cycle Model, mixed media landscapes, ocean soundscapes, Hanz Zimmer - Earth, Britten – Storm Interlude (Ten Pieces), Bahir's Boots and The Environment drama focus. Numeracy – Plotting graphs, reading data, Probability, Measuring volume, budgeting/resources Technologies – design challenges for resistance and sustainability, renewables related investigations (eg. Impact of AI on the environment), research & data collection Science – Water cycle, habitats, food chains and ecosystems, pollution and plastics, Life Cycles, Food Chains & Flowering Plants Social Subjects – Physical landscape: rivers, coasts and oceans, land use and development, migration, refugees and displacement, industrial revolution. Science (Discrete): The Heart,					
	<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>		
Articles 12 – Respect for the views of the child Article 13 – Sharing information and ideas			Article 28 – Right to education Article 31- Right to relax, play and take part in cultural and artistic activities			Article 12 – Children's views should be heard, particularly in debates around environmental decisions Article 27- Adequate standard of living			Article 24 – Health, clean water and a healthy environment Article 22 – Refugee Children			
Outdoor Learning Opportunities	Create an over-sized outdoor map Shinkansen speed/distance investigation Zen Patterned land art Outdoor art stimulus						Class visit linked to topic - tbc Local environmen walk and habitat/bio-diversity survey Litter/plastic survey and data collection Rainfall and weather recording Environmental art					