**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****Primary 6GM** | **Session****2025/2026** |  |
| **Opportunities for Personal Learning** |
| **Learner Profiles – My World of Work****Personal Learning and Achievement – Celebrated at assemblies and in class****Rockstar Writer and Presenter****Rights Respecting Schools Award****House Points****Proud Messages****Class Incentives****P6 ECC 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****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)****Sports Day****(2nd June)** |
| **Curriculum Areas and Subjects** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literacy &****English** | **Reading**Class text: HolesBoost learning: fiction | **Reading**Differentiated Fiction Reading Novels Boost learning: Non-fiction | **Reading**Differentiated Fiction Reading Novels Boost learning: fiction | **Reading**Differentiated Non-Fiction Reading Novels Boost learning: Non-fiction |
| **Writing**Recount Explanation | **Writing**DiscussionResponse | **Writing**Procedure Report | **Writing**PersuasiveNarrative writing |
| **Listening and Talking**Respond, Features, Share.  Notes.   | **Listening and Talking**Respond, Features, Share.  Purpose, Response.   | **Listening and Talking**Respond, Features, Share.  Purpose, Response.   | **Listening and Talking**Respond, Features, Share.  Select, Present.   |
| **Modern Languages** | **French**Greetings – Write simple greetings in contextPersonal Information –Create a conversation with a partnerNumbers – 0 to 80Calendar – Use in daily routinesIn the Classroom – Participate in simple communication using instructions and questions  | **French**Colours – Recognise and write colour wordsWeather – Describe and write about the weatherFood – Create a menu using dictionaries to check spelling and identify unknown words | **French**Family and Animals – Write and sequence more complex texts using dictionaries and vocabulariesBody parts – Respond to instructions in a number of curricular areasClothes – Write sentences using known vocabularyTime | **French**French Alphabet Our school – Write using learned vocabularyFeelings – Identify feminine and masculine adjectivesOur town – read and locate buildings and shops on a mapCulture and Awareness – Geography of France |
| **Numeracy and Mathematics** | **Number & Number Processes*** Explain the link between a digit, its place and its value,

**Estimating & Rounding*** Round any whole number to the nearest 10,100, 1000, 10000 and 1000000.

**Money*** money calculations up to £100 using two decimal places.
* Solve money problems using knowledge of place value

**Length*** Estimate, measure and order and apply length, using standard units of measure building on from previous skills (mm, m, km)
* Show my understanding of the equivalence of tenths and hundredths to the appropriate unit of measurement in length e.g 47cm = 0.47m
 | **Number & Number Processes*** Multiply 4 digit numbers within 2 -10 times table and 100 using formal written method
* Identify factors of whole numbers. Understand and explain what a Prime Number is.

**Fractions, Decimals & Percentages*** Simplify and find equivalent fractions by multiplying and dividing, stating the fraction in its simplest form

**Volume and Capacity / Mass*** Create solid shapes of particular volumes using centimetre cubes
* Measure the volume of a simple 3D object in cubic centimetres
* **Time**
* Calculate duration in hours and minutes (Bridging more than one hour, counting on and back)
* Find simple time differences using timetables.
 | **Number & Number Processes*** Using the rules for the order of operations in calculations. Look at multiplication and division before addition and subtraction. Changing the order of numbers using brackets to help calculations.
* Identify a percentage as a fraction with a denominator of 100.

**Perimeter and Area*** Add the length of the sides to calculate the perimeter of a range of 2D shape
* Accurately draw a shape with a given perimeter.
* **Area**
* Explore and calculate the area of a right angled triangle

**Properties of 2D and 3D Shape*** Discuss 2D/3D shapes with reference to tessellation, symmetry, faces, edges, verticals, diagonals, sides and anglesIdentify parts of a circle (radius, diameter, circumference)Identify a scalene triangleState that the internal angles of a triangle total 180.
 | **Number & Number Processes*** Explain and apply the link between percentages, fractions and decimals e.g. 30%, 30/100, 0.3
* Divide 3 – 4 digit numbers within 2 -10 times table and 100, 1000 including remainders.

**Angle, Symmetry and Rotation*** Give directions for a journey using appropriate vocabulary.
* Begin to understand 3 figure bearings in 5 degree intervals. (turtle, Beebot, roamer)
* Explain that bearings are measure clockwise from north.

**Information Handling*** Present information in a range of ways.
* Select the most appropriate ways of displaying different information
* Create a different graph or chart from data presented in another form
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| **Number Talks**Multiplication/Addition  | **Number Talks**Subtraction/ Division | **Number Talks**Multiplication/Addition  | **Number Talks**Subtraction/ Division  |
| **Health and Wellbeing** | **Physical Education** FootballRugbyCreative Dance | **Physical Education**GymnasticsFitnessSocial Dance | **Physical Education**BadmintonHockeySoftball | **Physical Education**NetballAthleticsSports Day Prep |
| Relationships | Substance Misuse |  | Planning for Choices and Change Sexual Health and Parenting |
| **RME** |  |  | Beliefs and Religious Buildings | Practices and Traditions  |
| **Interdisciplinary Learning** |
| **Social** **Studies****Sciences****Technologies****Expressive Arts** | **Parliamentary Election****Europe (Euro Quiz)****Children’s Rights**Article 38 – Protection in WarArticle 22 – Refugee childrenArticle 43-54 – How the Convention worksSocial Studies: People in Society, Economy and Business Literacy: Write manifesto, Discursive essay, create campaign posterTalking/Listening: Mock election**Scottish Wars of Independence****Children’s Rights** Article 38 – Protection in warArticle 12 – Respect for views of the child.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, clay seals, illuminated letters. Health & Wellbeing: Debate fairness, justice and conflict resolution.Creative Learning Session – Creative Minds Team  | **Natural Disasters** **Children’s Rights**Article 26 – Social and Economic HelpArticle 27 – Food, Clothing and a Safe HomeSciences: Explore chemical reactionsSocial Studies: Compare Scotland’s landscapes with a contrasting country, Investigate sustainability and responsible use of resources,Expressive Art: Pop art volcanoesLiteracy: Non-fiction Reading, create factfile/information textTalking/Listening: Solo talks |
| **Outdoor Learning Opportunities** | **Social Studies**Re-enacting historical events  | **Expressive Arts**Photography competition  | **Expressive Arts**Printing using natural resourcesTessellation | **John Muir Award** |