**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: Holes  Boost 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**  Discussion  Response | | **Writing**  Procedure  Report | | **Writing**  Persuasive  Narrative 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 context  Personal Information –Create a conversation with a partner  Numbers – 0 to 80  Calendar – Use in daily routines  In the Classroom – Participate in simple communication using instructions and questions | | **French**  Colours – Recognise and write colour words  Weather – Describe and write about the weather  Food – 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 vocabularies  Body parts – Respond to instructions in a number of curricular areas  Clothes – Write sentences using known vocabulary  Time | | **French**  French Alphabet  Our school – Write using learned vocabulary  Feelings – Identify feminine and masculine adjectives  Our town – read and locate buildings and shops on a map  Culture 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 angles Identify parts of a circle (radius, diameter, circumference) Identify a scalene triangle State 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 |
| **Number Talks**  Multiplication/Addition | | **Number Talks**  Subtraction/ Division | | **Number Talks**  Multiplication/Addition | | **Number Talks**  Subtraction/ Division |
| **Health and Wellbeing** | **Physical Education**  Football  Rugby  Creative Dance | | **Physical Education**  Gymnastics  Fitness  Social Dance | | **Physical Education**  Badminton  Hockey  Softball | | **Physical Education**  Netball  Athletics  Sports 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 War  Article 22 – Refugee children  Article 43-54 – How the Convention works  Social Studies: People in Society, Economy and Business  Literacy: Write manifesto, Discursive essay, create campaign poster  Talking/Listening: Mock election  **Scottish Wars of Independence**  **Children’s Rights**  Article 38 – Protection in war  Article 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 Help  Article 27 – Food, Clothing and a Safe Home  Sciences: Explore chemical reactions  Social Studies: Compare Scotland’s landscapes with a contrasting country, Investigate sustainability and responsible use of resources,  Expressive Art: Pop art volcanoes  Literacy: Non-fiction Reading, create factfile/information text  Talking/Listening: Solo talks | | |
| **Outdoor Learning Opportunities** | **Social Studies**  Re-enacting historical events | | **Expressive Arts**  Photography competition | | **Expressive Arts**  Printing using natural resources  Tessellation | | **John Muir Award** |