**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**  **P6/7D** | | **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, Presenter & Reader**  **Rights Respecting Schools Award**  **House Points**  **Proud Messages**  **Class Incentives**  **P7 Buddying**  **Class Dojo points**  **Open ended research tasks** | | | | | | | |
| **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 Novel: Wonder  Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation | | **Reading**  Boost Learn: Fiction/ Non- Fiction Group novels (Fiction)  Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation | | **Reading**  Class Novel: Coraline  Difference between fact and opinion  Asks and responds to a range of questions, including literal, inferential  and evaluative questions, to demonstrate understanding of written and spoken texts | | **Reading**  Boost Learn: Fiction/ Non-fiction  Group reading (Non-fiction)  Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation |
| **Writing**  Report & Explanation  Grammar: Nouns, Synonyms, Homonyms, antonyms & Homophones  Spelling: Different spelling representations | | **Writing**  Narrative: Focus on creating an atmosphere and use of figurative language  Spelling: Different spelling representations  Grammar: Adjectives, verbs & punctuation (inc direct speech) | | **Writing**  Narrative & Persuasive  Spelling: Different spelling representations  Grammar: Paragraphs, pronouns, adverbs | | **Writing**  Discursive & Response  Spelling: Different spelling representations  Grammar: Prepositions, figurative language & word roots |
| **Listening and Talking**  Daily opportunities for individual and group talk/discussion  Group presentations and debates | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion  Following Instructions Challenges | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion  Personal talk/presentations | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion  Following Instructions Challenges |
| **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  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 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** | Rounding & Estimating: Up to and beyond 1,000,000  Place Value: to 3 decimal places/using numbers up to 1,000,000  Add/ Subtract/Multiply/Divide: 4 digits and beyond.  Positive & Negative Numbers – order, add/subtract/multiply/divide  Coordinates  Data Handling: Collecting, interpreting, organising/ displaying information. | | Multiples, Factors & Primes: Identify and apply knowledge and understanding of these.  Fractions, Decimals & Percentages: Equivalent forms, fraction of a quantity, express in simplest form  Money: Conversions, Budgets, Credit/debit cards/APR  Shape: Quadrilaterals, 2D and 3D shapes and related vocabulary Complex nets and drawing triangles | | Order of Operations (BODMAS)  Time: Durations and timetables in 12/24 hours notation, connect time, speed and distance to estimate journeys  Measurement: Length, volume and capacity and mass  Patterns & Relationships  Number & Number processes (Re-cap) | | Expressions & Equations: simple algebraic equations  Angle, Symmetry & Transformation: Describe, classify and draw a range of angles, 8 compass points and angles to describe, follow and record directions, coordinates and use scale drawings  Chance & Uncertainty: Probability  Number & Number processes (Re-cap) |
| **Number Talks**  Addition: doubles/near doubles, compensation and bridging through 10 within 5 digits | | **Number Talks**  Multiplication: Grid method, doubling and halving and friendly numbers  Division: Repeated subtraction and multiplying up | | **Number Talks**  Time: Bridging through 60  Subtraction: Place Value and Negative Numbers, re-ordering and keeping a constant difference | | **Number Talks**  Using a variety of Number Talk strategies and applying the most appropriate to more complex calculations |
| **Health and Wellbeing** | **Physical Education**  Badminton  Basketball  Softball | | **Physical Education**  Gymnastics  Social Dance  Fitness | | **Physical Education**  Athletics  Hockey  Creative Dance | | **Physical Education**  Football  Rugby  Sports Day Preparation |
| Social, emotional and mental wellbeing | | Anti-bullying  Physical Wellbeing - Interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing | | Planning for Choices and Change: Linked to learning about the world of work  Substance Misuse - Effects of smoking, drinking alcohol and using harmful substances and informed choices | | Sexual Health and Relationships: Positive relationships, physical changes and sexual health  Food and Health - Current healthy eating messages, consumer choices and nutrition needs |
| **RME** | Religious Leaders | | Saying Goodbye  Christmas | | Religious Leaders/ Coming of Age  Moral Choices  Easter | | Development of beliefs and values. |
| **Interdisciplinary Learning** | | | | | | | |
| **Social**  **Studies**  **Sciences**  **Technologies**  **Expressive Arts** | **Victorians**   * Literacy: diary entry: Life in a Victorian factory * Numeracy: Historical timeline * Numeracy: Venn diagram – comparing children’s right, then and now. * Technologies: use digital technology to search, access and retrieve information to present to the class about an innovative technology invented by a Victorian. * Expressive Arts: IDL related collages/textiles (Using a range of media to create images and objects) * Expressive Arts: Drama: Victorian school/workhouse   **Children’s Rights:**  Article 19 – Protection from violence  Article 31 – Rest, play, culture and arts | | | | **Light and Lenses:**   * Maths: Speed/Distance/Time * Maths: Eye colour data collection/interpret/display * Expressive Arts: Rainbow light refraction * Sciences: Inside the human eye * Literacy: Report/ Explanation – experiment write-ups   **Children’s Rights**  Article 17 – Get information  Article 24 – To be healthy | | |
| **Outdoor Learning Opportunities** | **Social Studies:**  Victorian playground games  Victorian exercise drills  **PE:**  Circuits/Daily Mile/Fitness | | **Sciences:**  Distance/speed/time – running rates  Natural resources to examine under the microscope  Planting | | **Literacy**  Descriptive/ instruction writing inspired by the environment  Paired/shared reading | | **Numeracy**  Numeracy walks  Numeracy Games  Problem solving challenges |