**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: WonderContinue 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: CoralineDifference between fact and opinionAsks and responds to a range of questions, including literal, inferentialand 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 & ExplanationGrammar: Nouns, Synonyms, Homonyms, antonyms & HomophonesSpelling: Different spelling representations | **Writing**Narrative: Focus on creating an atmosphere and use of figurative languageSpelling: Different spelling representationsGrammar: Adjectives, verbs & punctuation (inc direct speech) | **Writing**Narrative & PersuasiveSpelling: Different spelling representationsGrammar: Paragraphs, pronouns, adverbs | **Writing**Discursive & ResponseSpelling: Different spelling representationsGrammar: 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/discussionFollowing Instructions Challenges | **Listening and Talking**Daily opportunities for individual and group talk/discussionPersonal talk/presentations | **Listening and Talking**Daily opportunities for individual and group talk/discussionFollowing 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 1,000,000Add/ Subtract/Multiply/Divide: 4 digits and beyond.Positive & Negative Numbers – order, add/subtract/multiply/divideCoordinatesData 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 formMoney: Conversions, Budgets, Credit/debit cards/APRShape: 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 journeysMeasurement: Length, volume and capacity and massPatterns & RelationshipsNumber & Number processes (Re-cap) | Expressions & Equations: simple algebraic equationsAngle, 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 drawingsChance & Uncertainty: ProbabilityNumber & 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 numbersDivision: Repeated subtraction and multiplying up | **Number Talks**Time: Bridging through 60Subtraction: 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**BadmintonBasketballSoftball | **Physical Education**GymnasticsSocial DanceFitness | **Physical Education**AthleticsHockeyCreative Dance | **Physical Education**FootballRugbySports Day Preparation |
| Social, emotional and mental wellbeing | Anti-bullyingPhysical 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 workSubstance Misuse - Effects of smoking, drinking alcohol and using harmful substances and informed choices | Sexual Health and Relationships: Positive relationships, physical changes and sexual healthFood and Health - Current healthy eating messages, consumer choices and nutrition needs |
| **RME** | Religious Leaders  | Saying Goodbye Christmas  | Religious Leaders/ Coming of AgeMoral 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 violenceArticle 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 informationArticle 24 – To be healthy |
| **Outdoor Learning Opportunities** | **Social Studies:**Victorian playground gamesVictorian exercise drills**PE:**Circuits/Daily Mile/Fitness | **Sciences:**Distance/speed/time – running ratesNatural resources to examine under the microscopePlanting | **Literacy**Descriptive/ instruction writing inspired by the environmentPaired/shared reading | **Numeracy**Numeracy walksNumeracy GamesProblem solving challenges |