**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****P7H** | **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 Dojo Points System****P7 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 and****English** | **Reading**Class Novel: The Eleventh OrphanContinue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation | **Reading**Boost Learn: Fiction group novelsContinue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation | **Reading**Boost Learn: Non-fiction group novelsContinue 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 |
| **Writing** Narrative Grammar: Nouns, Synonyms, Homonyms, antonyms & Homophones   | **Writing** Writing: Report/Explanation Grammar: Adjectives, verbs & punctuation (inc direct speech)  | **Writing** Writing: Narrative, Persuasive  Grammar: Paragraphs, pronouns, adverbs   | **Writing** Writing: Discursive, Response  Grammar: Prepositions, figurative language & word roots    |
| **Listening and Talking**Daily opportunities for individual and group talk/discussionPresentations and debates | **Listening and Talking**Daily opportunities for individual and group talk/discussion | **Listening and Talking**Daily opportunities for individual and group talk/discussionPersonal talk/presentations | **Listening and Talking**Daily opportunities for individual and group talk/discussion |
| **Modern Languages** | **French**Greetings – Write simple greetings in context Personal Information - Create a conversation with a partner Numbers – 0 to 100 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 – Use learned vocabulary as part of activities, games and daily routines Family and Animals – Write and sequence more complex texts using dictionaries and vocabulary | **French** Body parts – Respond to instructions involving parts of the body during activities and daily routines  Time – Use vocabulary and concept as part of daily routines French Alphabet – Participate in spelling games to orally spell familiar French words Giving Directions – show an understanding of grammatical rules through written and oral activities Hobbies – Speak about personal preferences and abilities using new vocabulary Culture and Awareness – Demonstrate knowledge and understanding of climate and landscape of France |
| **Numeracy and Mathematics** | Rounding and Estimation ranging from hundredths to millionsPlace value and 4 operations inc decimals. BODMASPatterns and relationships leading to 2-step function machines and simple equations  | Fractions and Percentages  - calculations and links with decimalsMoney – profit, loss, credit and debit cards, budgeting and foreign exchange   | Time – speed, distance, time, calendars and timetablesNegative Numbers – temperature, banking, coordinatesCo-ordinates (4 quadrants)  | Angles & Bearings  - protractor use, complimentary and supplementary anglesData handling  - surveys, spreadsheets, pie charts etc3D shapes – properties and typesScale drawings  - understand Chance and probability |
|  | **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 – friendships and emotions | Anti-bullyingPhysical Wellbeing - Interrelationship of daily physical activity, diet, rest and sleep on health and wellbeingRelationships | 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  | Planning for choices and change - link to world of workEaster  |  Coming of Age Relationships |
| **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 38 – Protection in warArticle 31 – Rest, play, culture and arts  | **Environmental Tourism** * Social Studies: Impact of tourism, focusing on sustainability and responsible travel
* Social Studies: Ethical Trading – Fairtrade
* Sciences: Energy and Electricity
* Expressive Arts: Photography/Moving image media

**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 16 – Protection of privacy |
|  | **Body Systems and Cells*** Sensory organs, the lungs and micro-organisms
* Health and Wellbeing: Physical wellbeing
* Technologies: Working lung model

 **Children’s Rights**Article 24 – Health, water, food, environment | **Children’s Rights**Article 14 – Freedom of thought and religionArticle 30 – Minority culture, language and religion |
| **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 |