**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 Orphan  Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation | | **Reading**  Boost Learn: Fiction group novels  Continue to embed reading comprehension strategies: Metacognition, metalinguistic and visualisation | | **Reading**  Boost Learn: Non-fiction group novels  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 |
| **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/discussion  Presentations and debates | | **Listening and Talking**  Daily opportunities for individual and group talk/discussion | | **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 |
| **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 millions  Place value and 4 operations inc decimals. BODMAS  Patterns and relationships leading to 2-step function machines and simple equations | | Fractions and Percentages  - calculations and links with decimals  Money – profit, loss, credit and debit cards, budgeting and foreign exchange | | Time – speed, distance, time, calendars and timetables  Negative Numbers – temperature, banking, coordinates  Co-ordinates (4 quadrants) | | Angles & Bearings  - protractor use, complimentary and supplementary angles  Data handling  - surveys, spreadsheets, pie charts etc  3D shapes – properties and types  Scale 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 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 – friendships and emotions | | Anti-bullying  Physical Wellbeing - Interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing  Relationships | | 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 | | Planning for choices and change - link to world of work  Easter | | 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 violence  Article 38 – Protection in war  Article 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 religion  Article 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 |