**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****P1** | **Session****2025/2026** |  |
| **Opportunities for Personal Learning** |
| Personal Learning and Achievement – Celebrated at assemblies and in classRockstar Writer, Presenter and ReaderRights Respecting Schools AwardHouse PointsProud MessagesClass IncentivesRobbie RobertlandShiny Sharers |
| **Ethos and Life of the School as a Community** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Rights Respecting Schools** | Taught Article of the MonthAugust – Recap of articles from last sessionSeptember – Article 7October – Article12Development of our new Class Charter | Taught Article of the MonthNovember – Article 31December – Article 24 | Taught Article of the MonthJanuary – Article 9February – Article 21March – Article 36 | Taught Article of the MonthApril/May – Article 28June – Article 17 |
| **Events and School Trips** | Pupil Leadership Group selectionMaths 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** | ReadingEnjoyment and Choice: recognising letters and their soundsExploring different stories and texts (fiction and non-fiction) | ReadingTools for Reading: decoding (sounding out words) | ReadingFiction and non-fiction: finding information | ReadingUsing reading skills to answer questions about the text |
| WritingMark makingFine motor control developmentLetter formationRecount Writing | WritingRecount Writing  Personal Writing  | WritingInstructions Recipes Descriptive Writing | WritingNarrativeImaginative |
| Listening and TalkingTools for listening and talking: * Volume
* Pair and group discussions
* Turn taking

Answering with relevance | Listening and TalkingFinding and using information: answering questions and asking questions | Listening and TalkingUsing my listening, talking and finding information skills together | Listening and TalkingUsing new words from topics etc to show what I have learned.Using what I know to create questions to learn more. |
| **Modern Languages** | French* French Greetings – Hello, goodbye, how are you?
* Personal Information – What is your name?
* Numbers – 0 to 10
* Calendar - Days of the week
* In the Classroom- Simple instructions, common words
* Colours
 | French* Weather
* Food – fruits
* My family
* Pets
* Cultural Awareness – How to get to France
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| **Numeracy and Mathematics** | Numeracy**Number & Number Processes*** Counting forwards and backwards to 20
* Identifying numerals to 20
* Representation and recognition of number zero

**Estimating and Rounding*** Comparing quantities e.g. more than and less than
* Use language of before, after and numbers in between
 | Numeracy**Number & Number Processes*** Recalls the number sequence forwards from 0-30
* Recall the number sequence backwards from 20-0
* Ordering numbers from 0-20
* Identifying a missing number in a sequence to 20
* Ordinal numbers e.g I am third in the line
 | Numeracy **Number & Number Processes*** Addition to 10 (by adding 1 and 2 e.g 5+1=6, 7+2=9) using concrete materials and number lines.
* Use mathematical language linked to addition
* Recognise + sign
* Missing number problems
 | Numeracy**Number & Number Processes*** Subtraction to 10 (by subtracting 1 and 2 e.g 5-1=4, 7-2=5) using concrete materials and number lines.
* Use mathematical language linked to subtraction
* Recognise - sign
* Missing number problems

**Estimating and Rounding*** Make a sensible guess of a quantity and count quantity to check estimation
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| Mathematics**Properties of 2D shapes and 3D objects*** Name 2D and 3D shapes
* Describe and recognise properties e.g straight, round, flat, curved, sides, corners etc
* Recognising 3D and 2D shapes in real life

**Patterns and Relationships** * Copy, continue and create simple patterns e.g red, yellow, red, yellow
* Discuss what comes next in a given pattern
 | Mathematics**Time*** Recognise minute hand and hour hand
* Linking time of day to routines e.g. eating breakfast
* Days of the week, months of year and seasons
* Telling o’clock time on analogue and digital (12 hour only)
* Represent time on an analogue and digital clock

**Fractions*** Share a whole into 2 equal parts (halves)
* Know halves must be the same size (equal)

**Angle, symmetry and transformation*** Can use language to direct and position e.g. in front, behind, above, below
* Know the difference between left and right and use in real life e.g left hand
* Identify one line of symmetry
 | Mathematics**Measurement*** Length/ Weight/ Capacity
* Use nonstandard units to measure and object
* Use vocabulary such as tall and short, heavy and light, full and empty
* Compare size of objects e.g big, bigger and biggest

**Money*** Sort and recognise all coins to £2
* Use coins to pay exact amount for items to 10p

**Patterns and Relationships** * Counting in 2s, 5s and 10
 | Mathematics**Data Handling*** Read data from a pictogram
* Create a pictogram
* Use Carroll diagram
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| Number Talks* Developing ‘Number Sense’ and ‘Number Fluency’ with numbers to 5
* Developing ‘Number Sense’ and ‘Number Fluency’ with numbers to 10
* (Through Ten Frame, Dot Images and Rekenreks)
 | Number Talks* Developing ‘Number Sense’ and ‘Number Fluency’ with numbers to 20
* (Through Ten Frame, Dot Images and Rekenreks)
* Place Value - Partitioning
 | Number Talks* Making Landmark or Friendly Numbers
* Adding up
* Counting On/ Adding Up in Chunks
* Making Tens/Bridging Through Ten
 | Number Talks* Subtraction
* Removal or Counting Back
* Doubles / Near-doubles
* Consolidation of covered Strategy / Tool
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| **Health and Wellbeing** | Physical EducationFree Play/Routines/SafetyBall SkillsFootball | Physical EducationGymnasticsPhysical FitnessCreative Dance | Physical EducationThrowing and Catching Social Dance Basketball | Physical EducationHockeyAthleticsSports Day prep |
| Mental and Emotional WellbeingFriendshipsRelationships Similarities and DifferencesSubstance Misuse Emergencies and People Who Help UsSocial WellbeingChildren’s Rights | Mental and Emotional WellbeingEmotions and FeelingsSubstance Misuse (cont.)Emergencies and People Who Help UsSocial WellbeingChildren’s Rights | Food and Health Healthy Foods, Hygiene, Farm to ForkPlanning for Choices and ChangesWorld of WorkSocial WellbeingChildren’s Rights | Relationships, Sexual Health and Parenthood Human Body and Looking After a BabySocial WellbeingChildren’s Rights |
| **RME** |  | Nativity (Christmas Story) | Christianity Beliefs – Story approach | ChristianityPractices and Traditions  |
| **Interdisciplinary Learning** |
| **Social** **Studies****Sciences****Technologies****Expressive Arts** | **All about me and people who help us (Term 1)**SOC: People in Society, Economy and Business* Different roles people play and how they help
* Different emergency services and the services they provide us with for daily life
* Police, Ambulance, Fire Service and others (led by children)

EXA: Role-play emergency services and emergency situationsHWB: Emergency situations and safetyLIT: Class discussions, Circle time, storiesChildren’s RightsArticle 3, 6, 12,19,24,39 | **Fairytales (Term 2)**LIT: Class Stories, Recount Writing, Retelling FairytalesEXA: Drama (Role-Play)TCH & EXA: Art and Construction (Making a Castle)NUM: Time, FractionsChildren’s RightsArticle 9, 15, 21, 24,27, 31, 32 |
| **Katie Morag and Scotland (Term 3)**SOC: People, Place and Environment (Exploring Scottish landmarks and our local community, different methods of travel around Scotland and its islands)TCH: Food and Textile Technology (Scottish Food Tasting)TCH: Craft Design, Engineering and Graphics (Construction of Scottish Landmarks)EXA: Social Dance, Scottish Music, Role-Play, Scottish Arts and Crafts (Scottish Creatures – Loch Ness Monster, Unicorns and Kelpies)LIT: Descriptive Writing (Katie Morag and Scottish Creatures), Recipes, Class Discussion, Class StoriesChildren’s RightsArticle 7, 8 | **Minibeasts and Nature (Term 4)**SOC: People, Place and Environment (exploring nature and different environments)SCN: Biodiversity and Interdependence (living things, plant growth and plant care)Link with Eco SchoolsChildren’s Rights Article 6, 24, 27, 31 |
| **Outdoor Learning Opportunities** | Weekly opportunities for outdoor learning across the curriculum  | Weekly opportunities for outdoor learning across the curriculum | Weekly opportunities for outdoor learning across the curriculumBig Garden Bird Watch RSPB  | Weekly opportunities for outdoor learning across the curriculumMinibeasts and Nature |