**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 class  Rockstar Writer, Presenter and Reader  Rights Respecting Schools Award  House Points  Proud Messages  Class Incentives  Robbie Robertland  Shiny 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 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  Enjoyment and Choice: recognising letters and their sounds  Exploring different stories and texts (fiction and non-fiction) | | Reading  Tools for Reading: decoding (sounding out words) | | Reading  Fiction and non-fiction: finding information | | Reading  Using reading skills to answer questions about the text |
| Writing  Mark making  Fine motor control development  Letter formation  Recount Writing | | Writing  Recount Writing  Personal Writing | | Writing  Instructions  Recipes  Descriptive Writing | | Writing  Narrative  Imaginative |
| Listening and Talking  Tools for listening and talking:   * Volume * Pair and group discussions * Turn taking   Answering with relevance | | Listening and Talking  Finding and using information: answering questions and asking questions | | Listening and Talking  Using my listening, talking and finding information skills together | | Listening and Talking  Using 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 | | |
| **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 |
| 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 |
| 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 |
| **Health and Wellbeing** | Physical Education  Free Play/Routines/Safety  Ball Skills  Football | | Physical Education  Gymnastics  Physical Fitness  Creative Dance | | Physical Education  Throwing and Catching    Social Dance  Basketball | | Physical Education  Hockey  Athletics  Sports Day prep |
| Mental and Emotional Wellbeing  Friendships  Relationships  Similarities and Differences  Substance Misuse  Emergencies and People Who Help Us  Social Wellbeing  Children’s Rights | | Mental and Emotional Wellbeing  Emotions and Feelings  Substance Misuse (cont.)  Emergencies and People Who Help Us  Social Wellbeing  Children’s Rights | | Food and Health  Healthy Foods, Hygiene, Farm to Fork  Planning for Choices and Changes  World of Work  Social Wellbeing  Children’s Rights | | Relationships, Sexual Health and Parenthood  Human Body and Looking After a Baby  Social Wellbeing  Children’s Rights |
| **RME** |  | | Nativity (Christmas Story) | | Christianity  Beliefs – Story approach | | Christianity  Practices 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 situations  HWB: Emergency situations and safety  LIT: Class discussions, Circle time, stories  Children’s Rights  Article 3, 6, 12,19,24,39 | | | | **Fairytales (Term 2)**  LIT: Class Stories, Recount Writing, Retelling Fairytales  EXA: Drama (Role-Play)  TCH & EXA: Art and Construction (Making a Castle)  NUM: Time, Fractions  Children’s Rights  Article 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 Stories  Children’s Rights  Article 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 Schools  Children’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 curriculum  Big Garden Bird Watch RSPB | | Weekly opportunities for outdoor learning across the curriculum  Minibeasts and Nature |