

Yearly Overview of Learning Across the Four Contexts at Nether Robertland Primary

The Curriculum – ‘the totality of all that is planned for children and young people throughout their education’	<u>Class</u> P2/3S	<u>Session</u> 2026/2027		
Opportunities for Personal Learning				
Personal Learning and Achievement – Celebrated at assemblies and in class Rockstar Mathematician, Writer, Reader and Presenter Children’s Rights Champion Meta-skills Master House Points Proud Messages Blue for brilliant, green for growth Stickers Stampers Star Writer pencil and sticker Secret Pupil				
Ethos and Life of the School as a Community				
	Term 1	Term 2	Term 3	Term 4
Rights Respecting Schools	<u>Taught Article of the Month</u> August – Recap on articles from session 2023/2024 Articles 2, 12, 15, 19, 23, 29, 31, and 38 September – Articles 1 and 4 – Making Rights Happen Everyone under the age of 18 has all the rights in the convention. Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing	<u>Taught Article of the Month</u> November – Article 26 – Social Security Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance. We have the right to help from the government if you are poor or in need December – Article 20 – Children Unable to Live with their Family	<u>Taught Article of the Month</u> January – Article 8 – Protection and Preservation of Identity Every child has the right to an identity. Governments must respect and protect that right, and prevent the child’s name, nationality or family relationships from being changed unlawfully. We have the right to an identity. February – Article 16 – Right to Privacy	<u>Taught Article of the Month</u> April/May – Article 27 – Adequate Standard of Living Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this. We have the right to a good enough standard of living. This means we should have food, clothes and a place to live.

	laws that promote and protect children's rights. Everyone under 18 has these rights. The governments should make sure that all these rights are available to all children. October – Article 14 – Freedom of Thought, Belief and Religion Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. We have the right to think what you like and be whatever religion you want to be, with your parents' guidance. Development of our new Class Charter	If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion. We have the right to special protection and help if we can't live with our parents.	Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation. We have the right to a private life. For instance, we can keep a diary that other people are not allowed to see. March – Article 33 – Drug Abuse Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs. We have the right to be protected from dangerous drugs.	June – Article 22 – Refugee Children If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them. We have the right to special protection and help if we are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.
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	<u>Reading</u> <u>P2/3 – Differentiated tasks</u> Independent/group reading Rocket Phonics - fiction non-fiction Find it, prove it. Prior knowledge Class novel – The Owl Who Was Afraid of the Dark Literal Questions Prediction Fluency	<u>Reading</u> <u>P2/3 – Differentiated tasks</u> Rocket Phonics – fiction Non-fiction texts through topics Visualisation Facts/Opinion Fluency Inferential questions Summarising	<u>Reading</u> <u>P2/3 – Differentiated tasks</u> Rocket Phonics – fiction Non-fiction texts through topics Inference Fluency & expression Scots Language focus	<u>Reading</u> <u>P2/3 – Differentiated tasks</u> Rocket Phonics – fiction and non-fiction Metalinguistics Class novel – The Twits Reading – Notes Organising Information Visual Organisers Evaluative Questions
	<u>Writing</u> Description Narrative Grammar - Capital letters/ Full stops/finger spaces Sentence structure Conjunctions - because so Alphabetical/dictionary Nouns/adjectives/verbs Proper nouns	<u>Writing</u> Procedural Grammar – Plurals Verbs Tenses Question marks/Exclamation a an commas	<u>Writing</u> Report Poetry Scots Language focus Grammar – Question mark Explanation mark Collective nouns Plurals	<u>Writing</u> Explanation/Persuasive Grammar – Consolidation of taught skills Similes/onomatopoeia Speech marks Synonyms
	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion Solo talk	<u>Listening and Talking</u> Daily opportunities for individual and group talk/discussion
Modern Languages	<u>French</u> Greetings – Hello, goodbye, how are you, and you? Ask others using How are you/And you? Personal Information – What is your name, How old are you, Where do you live? Numbers – 0 to 31 Calendar – Days, Months, Write the date, Birthdays In the Classroom – Match words to corresponding objects		<u>French</u> Weather – Use learned vocabulary as part of daily routine Food – fruits and vegetables/preferences My family – Use simple sentences Pets – Show preferences Body parts Clothes Cultural Awareness – Traditional foods	

	Colours – Respond to the question – C’est de quelle couleur?			
Numeracy and Mathematics	Number Talks Place Value Addition Subtraction Number fluency – counting on and back to 100/999 Counting in 2s, 5s and 10s Counting in 10s from any number Place Value – 2 and 3-digit numbers Ordering numbers on and back - 0 – 999 Estimation/Rounding – to the nearest 10 Measure – length, capacity, mass & area	Number Talks Place Value Multiplication Division Addition and subtraction Add by combining groups together and counting to find a total Counting on and back from any number to add and subtract up to 100/999 Multiplication and Division Repeated addition Multiply by counting in groups Take a number and share it equally Grouping larger numbers into smaller groups – arrays – 2,4,3,6,5,10 times tables Introduction to division Time – o’clock and half past Digital and analogue clocks (12 hour) Days of the week Months of the year Analogue, digital 15 and 30 minute intervals.	Number Talks Multiplication Division Money Recognise all coins to £1 Find total of a collection of coins up to 20p Use pence and pound symbols Recognise all coins and notes up to £10, give change up to £1 Multiplication/Division - Explore link between multiplication and division Number/Place Value Fractions – Read, write and use the notation ½, ¼, 1/10, 1/5, Find fraction of a quantity Find simple equivalent fractions halves, quarters, tenths and fifths	Number Talks Addition Subtraction Multiplication/ Division Multiplication/Division Number/Place Value Addition/Subtraction Data Handling – Collect, organise and classify information Shape - Revise 2D shapes, identify and name 3D objects
	Relationships (RSHP) Friendships Physical Education Football, Rugby & Creative Dance	Mental, Emotional, Social and Physical Wellbeing (MESP) Relationships Physical Education Basketball, Fitness & Social Dance	Substance Misuse Substance Misuse Food and Health Physical Education Gymnastics, Tennis & Softball	Relationships, Sexual Health and Parenthood (RSHP) Sexual Health and Parenting Planning for Choices and Change Physical Education Badminton, Athletics & Sports Day
RME	Islam Beliefs	Islam Traditions	Christianity Beliefs	Christianity Traditions

Interdisciplinary Learning

Social Studies Sciences Technologies Expressive Arts	<u>France</u> Social Studies • Locate France on a map and identify it as a country in Europe • Explore and investigate the physical features and climate of France • Compare life in France to life in Scotland • Explore French culture Maths and Design Technology • Working collaboratively, measure 130cm legs x 3 and eight smaller cross braces • Review and adapt throughout engineering process • Peer reviews throughout Sciences • Plan and carry out simple practical investigations • Record and discuss findings Technologies • Use digital technologies to research France • Construct a model using a range of materials and evaluate the finished design Expressive Arts • Explore the French flag and create a line drawing • Explore French music, rhythm and dance • Explore colour, pattern and design through French artists <u>The Rainforest</u> Social Studies • Explore where in the world rainforests are and highlight on a map. • Compare the features of our local environment, housing and landscape to those of the rainforest. Sciences • Explore animals that live in the rainforest and how they are adapted to the environment. • Explore food chains	<u>Knight and Castles</u> Social Studies • Explore evidence from the past through research. • Explore and investigate Scottish artefacts. • Explore significant individuals from the past and compare their lives to our daily life. Technologies • Sketch and design a castle which will then be constructed using a range of materials. Expressive Arts • Explore a variety of different media to create a castle plan. • Create a 3D model of a castle. • Create and label a castle using a variety of materials. • To re-enact a significant event from the past. • Perform and present a solo talk to an audience.
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	Technologies - Create a digital rainforest fact file using image, text and sounds. Expressive Arts - Explore leaves and create leaf line drawings. - Using musical instruments, recreate the sounds you might hear in the rainforest.							
Outdoor Learning Opportunities	Brazil Use natural and loose materials to design and construct a famous French landmark or bridge. Rainforest Compare local environment to the rainforest – explore similarities and differences. Collect rain in measuring containers, compare amounts over a week with rainfall in the rainforest.			Knights and Castles Take part in medieval inspired outdoor games and challenges				
Meta-skills		Meta-skills			Meta-skills			
Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking	Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking	Self-Management Focusing Integrity Adapting Initiative	Social Intelligence Communicating Feeling Collaborating Leading	Innovation Curiosity Sense-Making Creativity Critical Thinking
Children’s Rights Article 6 – Life, survival and development Article 27 – Adequate standard of living Article 30 – Minority, culture, language and religion Article 24 – Health, water, food and environment Article 29 – Aims of education Article 2 – No discrimination					Children’s Rights Article 16 – Protection of privacy Article 6 – Life, survival and development Article 19 – Right to be safe Article 31 – Right to play and rest			