



ST GEORGE'S
EDINBURGH

Junior School Curriculum

Primary 1-5



2026 – 2027

Welcome

Your Child's Learning Journey

As your child embarks on their primary school education, we understand you may have questions about the curriculum – this overview helps to guide you through their educational journey on a term by term basis. This curriculum overview serves as a guide to the educational experiences we cultivate for your children, highlighting the knowledge, skills, and values they will acquire throughout the year.

Our curriculum is designed to cater to the individual needs and strengths of each child, whilst upholding the highest educational standards. Alongside our planned learning experiences we also ensure that teachers plan responsively; this is a dynamic process. Within this overview, you will find information about the core subjects covered across each year group, specific learning intentions, and the skills each pupil will develop as they progress.

**This curriculum is agile and therefore subject to change as we respond in real-time to the needs of our current pupils.*

<u>03 St George's Signature:</u>	<u>25 Primary 3: November -</u>
<u>Personalisation and Choice</u>	<u>December</u>
<u>04 Primary 1</u>	<u>27 Primary 3: January - March</u>
<u>05 Primary 1: August - October</u>	<u>29 Primary 3: April - June</u>
<u>07 Primary 1: November -</u>	<u>31 Primary 4</u>
<u>December</u>	<u>33 Primary 4: August - October</u>
<u>09 Primary 1: January - March</u>	<u>34 Primary 4: November -</u>
<u>11 Primary 1: April - June</u>	<u>December</u>
<u>13 Primary 2</u>	<u>36 Primary 4: January - March</u>
<u>14 Primary 2: August - October</u>	<u>38 Primary 4: April - June</u>
<u>16 Primary 2: November -</u>	<u>40 Primary 5</u>
<u>December</u>	<u>42 Primary 5: August - October</u>
<u>18 Primary 2: January - March</u>	<u>43 Primary 5: November -</u>
<u>20 Primary 2: April - June</u>	<u>December</u>
<u>22 Primary 3</u>	<u>45 Primary 5: January - March</u>
<u>23 Primary 3: August - October</u>	<u>48 Primary 5: April - June</u>

The St George's Signature Curriculum

The most future-ready students are those who can learn, adapt, collaborate and think critically in environments that are constantly evolving. At St George's we weave these skills into every personal pathway of every single girl who journeys through their own multifaceted learning experience.

A Best of British curriculum, complemented by a rich and varied co-curriculum, and enhanced by the Red Threads of future-critical capabilities is wrapped in an empowering experience designed - in every way - for girls.





Primary 1

What can you expect?

In Primary 1, we welcome girls into a nurturing and stimulating environment where curiosity is celebrated and every question is valued. Through experiential learning, girls begin to explore the world around them, developing confidence as learners and building the foundations of knowledge, skills and understanding that will support them throughout their education.

Our Primary 1 curriculum is designed to develop the whole child - fostering creativity and a love of learning from the very start. Girls are encouraged to share their ideas, listen carefully to others and approach every new experience with an open mind and a positive outlook.

Overview: August - October

Health & Wellbeing

- To know that people are all different.
- To know how happiness and sadness can be expressed.
- To know that hands can be used kindly and unkindly.
- To know that being kind is good.
- To know everyone has a right to learn and play, safely and happily

Science

- To explore a range of materials, developing curiosity and understanding of their properties through hands-on investigation.
- To evaluate and give reasons for the appropriate use of different materials for a variety of purposes, developing critical thinking and scientific enquiry skills.

Outdoor Learning

- To develop confidence, creativity and social skills through unstructured play in our purpose-built outdoor learning area.
- To learn about the roles of people who help us through outdoor visits, including our school nurse, kitchen staff and gardener, developing communication skills through structured interviewing experiences.
- To identify and describe the current season and weather conditions, selecting appropriate clothing and developing an awareness of the natural world around them.
- To strengthen phonological awareness and early literacy skills through letter and sound hunts in the outdoor environment.



Overview: August - October

Literacy and English Spelling & Writing

- To write and recognize the following sounds: *s, t, a, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, j.*
- To understand that words are made up of sounds and to begin to write simple CVC words, applying sound knowledge across a variety of contexts.

Listening & Talking

- To discuss stories, sharing thoughts, feelings and opinions with growing confidence.
- To develop early communication skills by talking in groups and expressing personal views in a supportive environment.

Reading

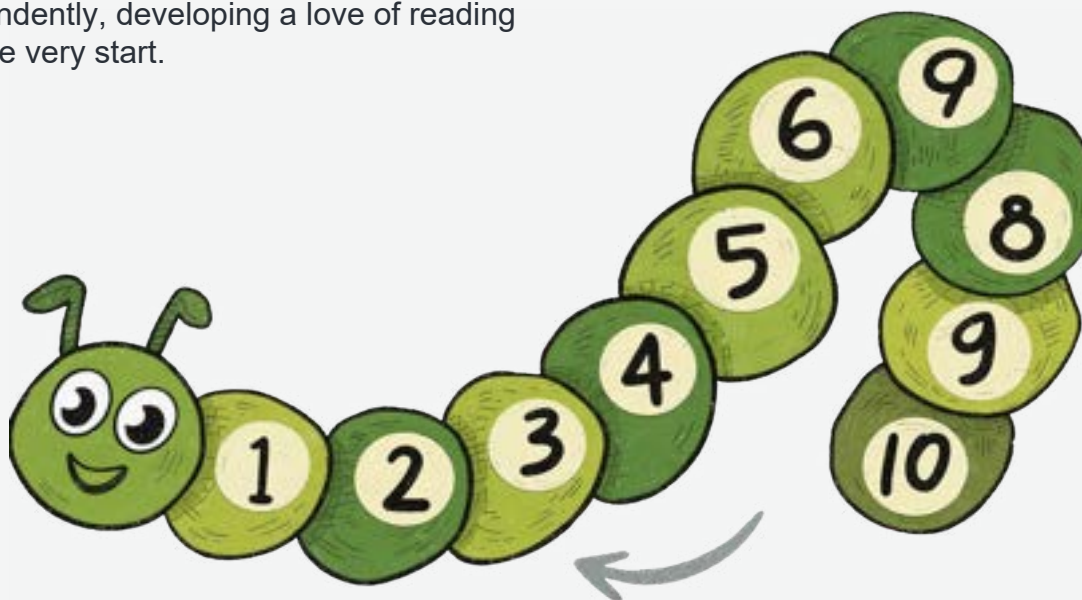
- To share and discuss favourite stories, using picture clues and prior knowledge to make meaning from texts.
- To gather simple information from signs, labels and notices in the classroom and wider school environment.
- To recognise single sounds and begin to read CVC words with confidence.
- To choose a book from the library independently, developing a love of reading from the very start.

Numeracy & Mathematics Number

- To count, read, write and recognise numerals 0–10, identifying missing numbers and ordering sequences with confidence.
- To count forwards and backwards in 1s and to sequence and order numbers up to 10 and beyond.
- To compare groups of objects, identifying which is bigger or smaller within 20 and developing understanding of the terms most and least.
- To recognise and identify the properties of 2D shapes and to begin to explore the properties of 3D shapes.

Inter-disciplinary Learning All about me

- To identify the people who support us in our local environment, developing an awareness of the roles they play in keeping us safe and well.
- To explore and celebrate the work of people who help us, building knowledge and understanding of our local community.



Overview: November - December

RME

- To develop an understanding of why Christians celebrate Christmas, exploring the story and traditions associated with this significant festival.
- To explore the Hindu festival of Diwali, developing curiosity and respect for the beliefs, values and traditions of others.

Outdoor Learning

- To develop knowledge and understanding of 2D and 3D shapes through a hands-on object hunt in the outdoor environment.
- To explore the concepts of friction and gravity through practical outdoor experiments, developing scientific curiosity and enquiry skills.

ICT

- To log on and off devices independently with increasing confidence, reinforcing good digital practice.
- To develop basic word processing skills, building accuracy and confidence in using digital tools for written communication.
- To use Tux Paint to develop mouse control and early digital creativity skills.

Health & Wellbeing

- To identify feelings associated with being proud.
- To recognise similarities and differences between their family and other families.
- To identify and use skills to make a friend.
- To recognise emotions when they or someone else is upset, frightened or angry.

Science

- To distinguish between day and night animals, understanding the meaning of key vocabulary including nocturnal, diurnal, bird of prey, predator, camouflage and owl.
- To identify what owls eat and to share knowledge of owls confidently with the class and in front of an audience.



Overview: November - December

Literacy and English

Spelling

- To read and write consonant blends cl, fl, gl, pl and sl.
- To spell words from a weekly spelling list and recognise an increasing range of P1 high frequency words.
- To find information from texts using word decoding strategies and picture clues.
- To recognise the days of the week and months of the year and begin to write them with confidence.

Listening & Talking

- To listen carefully to stories, give relevant responses within group discussions and talk readily about personal experiences.
- To develop creativity and confidence through storytelling and drama.

Grammar & Punctuation

- To develop understanding and use of capital letters, common and proper nouns, plurals, adjectives and the correct use of a and an.
- To up-level sentences using adjectives and to apply capital letters, finger spaces and full stops consistently in written work.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write from personal experience, compose a simple letter and craft an imaginative story, checking over work on completion.

Numeracy & Mathematics

- To order, read and write numbers to 20, including number words, and to identify numbers before, after and between.
- To identify and list odd and even numbers and to sequence numbers to 100 in 2s, 5s and 10s.
- To recite numbers to 20, identify missing numbers in sequences and develop rapid recall of doubles to 20 and subtraction facts from 11–20.
- To revise common 2D and 3D shapes, exploring their properties including those of a hexagon.
- To use positional language to create 3D models and to investigate and extend 2D shape patterns.



Overview: January - March

Health & Wellbeing

- To understand that challenges can be difficult.
- To recognise some of the feelings linked to perseverance.
- To talk about a time that you kept on trying and achieved a goal.
- To be ambitious.

RME

- To become familiar with stories from the Bible and to understand that these stories carry important messages and values.
- To develop knowledge and understanding of a range of world festivals, including Lunar New Year, Ramadan and Eid, exploring their significance and the communities who celebrate them.

Outdoor Learning

- To strengthen phonics skills and digraph recognition through an engaging sound hunt in the outdoor environment.
- To develop imagination and creativity by exploring and experimenting with objects and materials found in our outdoor space.

Science

- To identify and describe the five senses and give examples of how each is used to detect information from the world around us.
- To record findings in a variety of ways, including drawing, listing, pictorial charts and written captions, and to share new knowledge confidently with classmates.



Overview: January - March

Literacy and English

Listening & Talking

- To listen carefully to stories, information and instructions, demonstrating understanding and waiting respectfully for a turn to speak.
- To talk openly about feelings and opinions, developing confidence in sharing personal views.

Reading

- To recognise and use digraphs including ng, oo, ch, sh, th, ou, oi, ue, er and ar, knowing the difference between vowels and consonants and reading CVC words with known digraphs.
- To use sight vocabulary, phonics and context clues to predict, sequence and discuss stories, picking out important parts and making inferences about how characters are feeling.
- To read high frequency words with confidence and use picture clues to gather relevant information from texts.

Writing

- To write CVC words and words containing known digraphs, harder to spell words and high frequency words with increasing accuracy.
- To write sentences using finger spaces, capital letters and full stops consistently.
- To write from personal experience across a range of genres including stories, letters, poems and information posters.

Numeracy & Mathematics

Number

- To count forwards and backwards to 20, count on from a larger number and read number names to ten.
- To understand and use the terms more than, after, less than and before, and to begin to develop understanding of ordinal language.
- To record addition calculations using dots or numerals, double numbers within 20 and count in 2s and 10s.
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Measure

- To understand and use the terms longer/shorter and bigger/smaller, ordering and sorting objects by size and given criteria.
- To measure using non-standard units such as paper clips, straws, hand spans and cubes, applying mathematical vocabulary correctly and in relevant contexts.

Time

- To know the names and order of the days of the week and to recognise and set o'clock times on an analogue clock.



Overview: April - June

Health & Wellbeing

- To recognise how exercise makes you feel.
- To recognise how different foods can make you feel.
- To explain what you need to do to stay healthy.
- To give examples of healthy food.
- To explain how you might feel if you don't get enough sleep.
- To know the names and functions of some parts of the body.
- To know that we grow from baby to adult.
- To know who to talk to if you are feeling worried.
- To know that sharing how you feel can help solve a worry.
- To know that remembering happy times can help us move on.

Science

Life Cycles



- To understand simple life cycles, using the butterfly as an example, naming the stages of metamorphosis and identifying observed changes that indicate growth and maturation.

Materials

- To recognise the difference between living and non-living things.
- To identify the simple properties of materials and make links between those properties and their everyday uses.

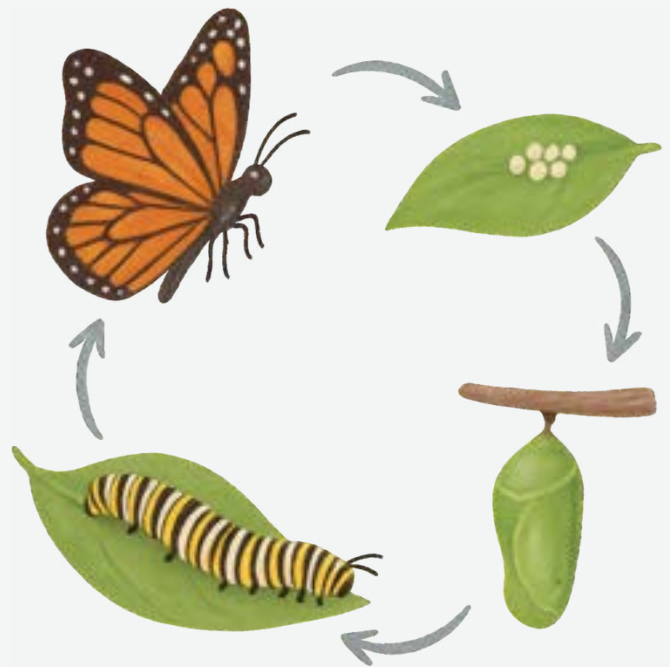


RME

- To become familiar with stories from the Bible and stories related to Eid, understanding that these stories carry important messages and values.

Outdoor Learning

- To apply and reinforce numeracy skills through an environmental number hunt in the outdoor setting.
- To develop scientific curiosity by observing living things and exploring the natural world through seasonal nature walks.
- To apply measuring skills in an outdoor context, reinforcing mathematical understanding through practical, real-world experience.
- To explore the properties of sand and water through free play, developing early scientific thinking and creativity.



Overview: April - June

Literacy and English

Listening & Talking

- To listen carefully to stories, information and instructions, demonstrating understanding and responding thoughtfully.
- To talk openly about feelings and opinions, developing confidence in sharing personal views.

Reading

- To revise single sounds, digraphs, vowels and consonants, reading CVC words and words with known digraphs with increasing fluency.
- To use sight vocabulary, phonics and context clues to read tricky and high frequency words with confidence.
- To link stories to personal experiences, make predictions, discuss characters' feelings, pick out important parts and sequence stories effectively.

Writing

- To write independently with increasing confidence, using capital letters, finger spaces and full stops consistently.
- To write from personal experience and imaginatively across a range of genres, including diary writing linked to the life cycle of a butterfly.
- To learn and practise five or six harder to spell words each week, building accuracy and confidence over time.

Numeracy & Mathematics

Number

- To revise and consolidate addition and subtraction facts to ten, continuing to develop these skills and applying mathematical vocabulary correctly and in relevant contexts.
- To revise numbers to 20, understanding that a teen number is a composition of ten and some units, and to count forwards and backwards in 1s, 2s and 10s.
- To recognise, compare and order numbers up to 100, count on from the larger number and revise odd and even numbers.

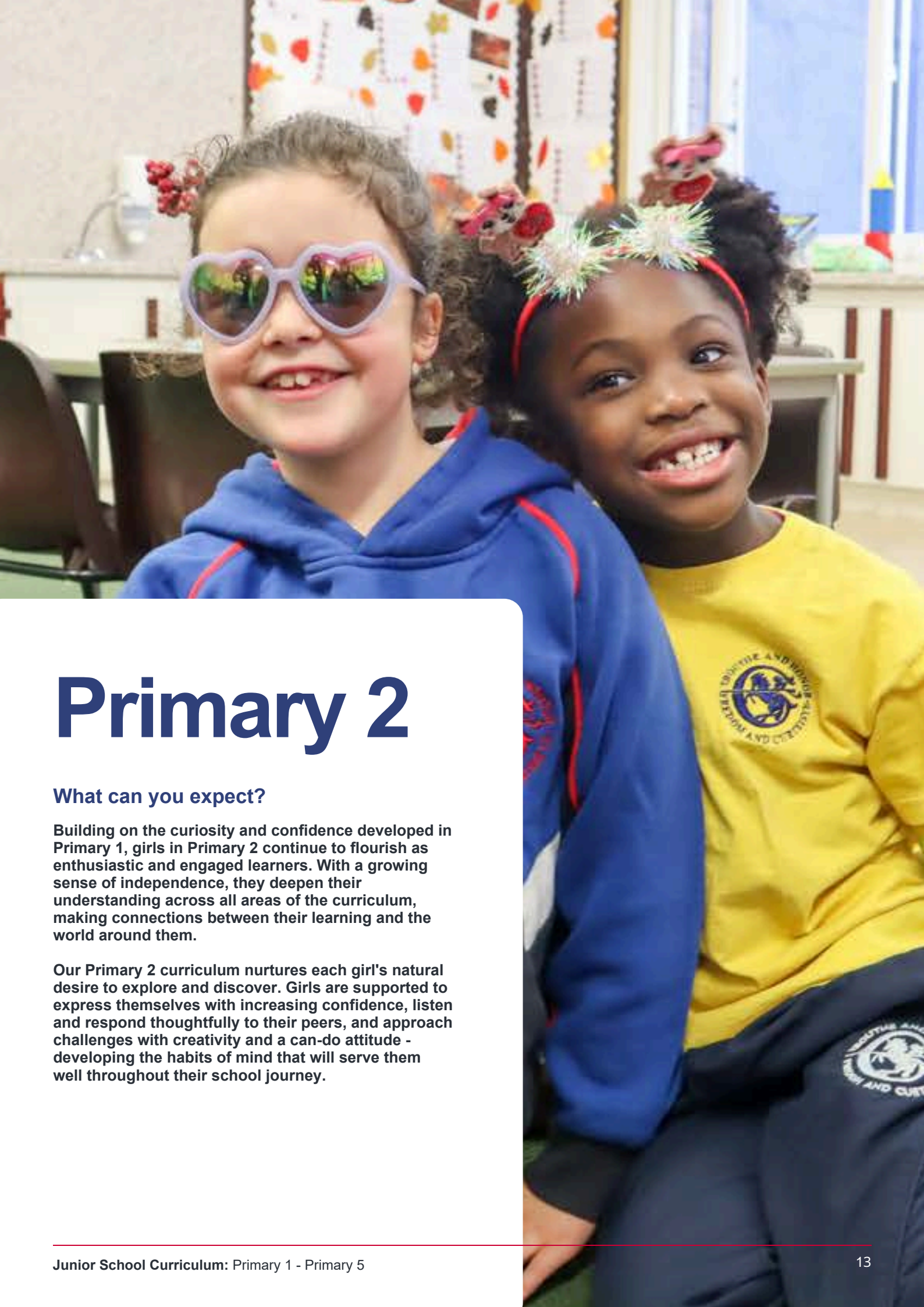
Measure & Patterns

- To understand and apply the terms longer/shorter, heavy/light and more/less, measuring using non-standard units such as paper clips, straws, hand spans and cubes.

Time

- To recognise and set o'clock times on both analogue and digital clocks and to develop the ability to recognise half past times on analogue and digital clocks.





Primary 2

What can you expect?

Building on the curiosity and confidence developed in Primary 1, girls in Primary 2 continue to flourish as enthusiastic and engaged learners. With a growing sense of independence, they deepen their understanding across all areas of the curriculum, making connections between their learning and the world around them.

Our Primary 2 curriculum nurtures each girl's natural desire to explore and discover. Girls are supported to express themselves with increasing confidence, listen and respond thoughtfully to their peers, and approach challenges with creativity and a can-do attitude - developing the habits of mind that will serve them well throughout their school journey.

Overview: August - October

Health & Wellbeing

- To understand the rights and responsibilities of being a member of a class.
- To understand your views are important.
- To understand that your choices have consequences.
- To understand your own rights and responsibilities within the classroom.

RME

- To explore the story of David and Goliath, developing an understanding of Christian beliefs and values and reflecting on themes of courage and perseverance.
- To understand the significance of Harvest, recognising the importance of gratitude, sharing and care for others in the world around us.

ICT

- To log on and off devices independently, building confidence and good digital practice.
- To develop basic word processing skills, building accuracy and confidence in using digital tools for written communication.
- To use search engines effectively to find specific topic-related information, developing digital literacy and research skills.

Outdoor Learning

- To explore the natural environment through an autumn walk, developing curiosity and observation skills.
- To create outdoor art inspired by the natural world, expressing creativity and developing an appreciation of the changing seasons.

Inter-disciplinary Learning Social Studies / Science

- To sort old and new toys, identifying the materials they are made from and understanding how these have changed over time.
- To recognise that toys move in different ways and use different technologies, including exploring interactive toys.

Skills Focus

- To develop observational and prediction skills, building the ability to plan and carry out activities with increasing independence.



Overview: August - October

Literacy and English

Spelling

- To develop knowledge of letter patterns and spelling rules, including digraphs sh, ch, th, ng and wh, and patterns such as ar and ay within the days of the week.

Listening & Talking

- To listen carefully to stories and to talk with increasing confidence in front of peers and in a group setting.

Grammar & Comprehension

- To understand how to structure a sentence and to use adjectives effectively to describe a character.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write for a variety of purposes including personal, functional and imaginative writing, and to develop the ability to sequence words and pictures effectively.

Numeracy & Mathematics

Number

- To count to 20 and beyond, consolidating addition skills within 10 and developing rapid recall of addition facts to 10.
- To add within 20 with a focus on doubles, near doubles and addition facts from 11–20, and to identify missing numbers in addition sequences.

Information Handling

- To collect and organise data and to read and create simple bar charts, developing early skills in interpreting and presenting information.



Overview: November - December

RME

- To develop familiarity with stories from the Bible and to understand why Christians celebrate Christmas, exploring the traditions and values associated with this significant festival.
- To develop knowledge and understanding of the Hindu festivals of Dussehra and Diwali, exploring their significance and the communities who celebrate them.

Outdoor Learning

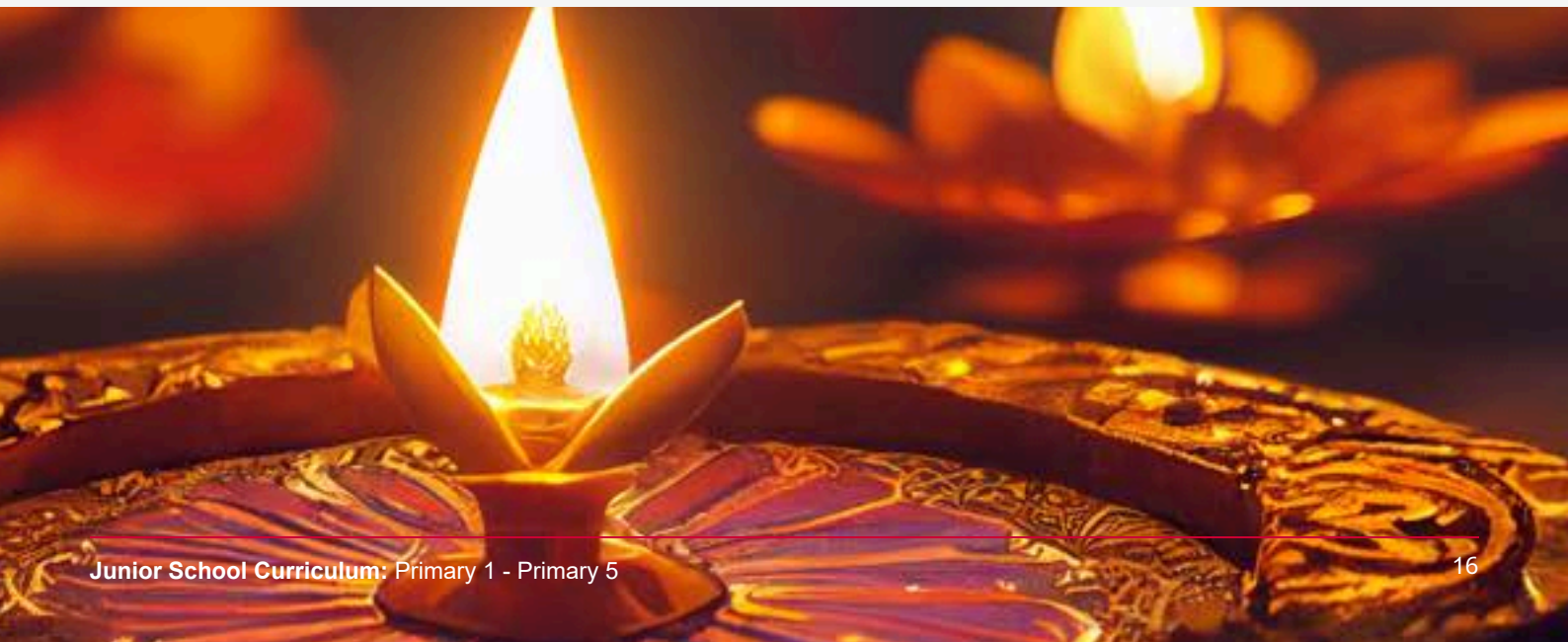
- To develop creativity, social skills and wellbeing through unstructured play in our garden area.
- To explore the natural environment through seasonal walks, developing curiosity and observation skills across science and health and wellbeing.
- To apply and reinforce numeracy skills using natural materials within counting and number activities.
- To develop phonological awareness and literacy skills through letter and sound hunts across the school grounds.
- To connect with the natural world through outdoor crafts, expressing creativity through experiences linked to expressive arts.
- To develop scientific enquiry skills by observing and identifying birds, building knowledge of the living world around them.

Health & Wellbeing

- To understand that people have differences and similarities and to celebrate what makes each of us unique.
- To know what bullying means and to recognise it in different situations.
- To know who to turn to if they or someone else is being bullied or feeling unhappy.
- To develop the skills needed to make and maintain positive friendships.
- To understand that everyone is unique and that it is good to be different.

Science

- To understand that pushing and pulling are forces and to develop an understanding of how forces can make things move.
- To know that magnets have two poles, north and south, and to explore how magnets respond to each other and to different materials.
- To apply scientific knowledge and creativity by contributing to the design of a game using magnets.



Overview: November - December

Literacy and English Spelling & Writing

- To explore how sounds, letters and words work together, forming single sounds and digraphs correctly and understanding that words are made up of sounds.
- To write CVC words and simple sentences containing a capital letter, finger spaces and a full stop, applying sound knowledge across a variety of contexts.
- To attempt to write harder to spell words including them, he, she, me, we, to and do.

Listening & Talking

- To listen carefully to stories, information and instructions, demonstrating understanding and using information effectively.
- To talk clearly and audibly in front of an audience, contribute to class discussions and share feelings and opinions with confidence.

Reading

- To recognise single sounds and identify new sounds including w, v, y, x and qu, and to recognise digraphs including ai, oa, ie, or, ng, oo, ch and sh.
- To use sight vocabulary, phonics and context clues to read harder to spell words, link stories to personal experiences, make predictions, discuss characters' feelings, pick out important parts and sequence stories effectively.

Numeracy & Mathematics Number

- To understand and use the terms more than, after, one more and one less, and to recognise the + and = signs and the language associated with addition.
- To add objects, numbers and dice dots within 10, recording calculations using dots and numerals, and to apply the +0 and +1 rule.
- To add two collections of money using pennies, develop knowledge of addition facts from 4 to 10 and know doubles within 10.

Shape

- To recognise and name 3D shapes, classify and sort shapes by their properties and create pictures using 2D shapes.



Overview: January - March

Health & Wellbeing

- To recognise their own strengths, understand how they learn best and celebrate achievements with others
- To identify and reflect on their feelings when faced with challenges and obstacles, recognising how it feels to overcome difficulty and storing feelings of success to draw on in the future

Inter-disciplinary Learning

Food & Nutrition

- To understand what is required for a balanced and healthy diet, naming the five food groups and knowing how to care for teeth.
- To develop a simple understanding of the digestive system and to understand how a food chain works.

States of Matter

- To know the terms solid, liquid and gas and to describe how solids and liquids change with heating and cooling.
- To understand that some changes are reversible, such as water and chocolate, and some are irreversible, such as cooking an egg.

RME

- To develop knowledge and understanding of Sikhism and to explore Bible stories linked to themes of making good choices.
- To develop an appreciation of a range of festivals including Lunar New Year, Ramadan, Eid and others relevant to the pupils in the class, exploring their significance and the communities who celebrate them.

Science Forces

- To investigate which material makes the most effective reflective strip, developing skills in scientific enquiry, prediction and evaluation.
- To design and make a pulley system to move an object from one point to another, applying understanding of forces in a practical and creative context.



Overview: January - March

Literacy and English

Spelling

- To read and write consonant blends including bl, fl, cl, gl, pl and sl, and to consolidate ck, ss and zz from the previous term.
- To read and write vowel sounds including a-e, i-e, o-e, u-e, ay, ea and ai.

Grammar

- To identify proper and common nouns, adjectives, pronouns and verbs, and to order words alphabetically.

Writing

- To use capital letters, finger spaces and full stops consistently and to write for a variety of purposes including personal, imaginative and instructional writing.
- To develop the ability to sequence words and pictures effectively.

Listening & Talking

- To listen to texts and respond relevantly in group discussions, talk readily about personal experiences and tell a simple story through drama.

Reading

- To continue to develop fluency and expression when reading aloud.

Numeracy & Mathematics

Number

- To count, order, read and write numbers to 100, identifying numbers before, after and between, and sequencing in 2s, 5s and 10s.
- To compare and estimate to 20, know number bonds to 20 and identify missing numbers in addition and subtraction sequences.
- To use place value with tens and ones to develop a secure understanding of how numbers are structured.

Money

- To recognise and use coins from 1p to £2, add coins to £1 and explore different ways to make a variety of amounts.

Symmetry

- To revise recognition of a single line of symmetry and create symmetrical patterns using a mirror, reflecting both shape and colour.
- To identify symmetrical patterns and shapes in the wider environment.



Overview: April - June

Health & Wellbeing

- To know that animals, including humans, have a life cycle
- To understand that changes happen as we grow up
- To recognise that people grow up at different rates and that this is normal
- To know the correct names for male and female private body parts
- To understand that there are correct names and nicknames for private body parts and to know when it is appropriate to use them
- To understand which parts of the body are private, that they belong to that person and that nobody has the right to hurt them
- To know who to ask for help if they are worried or frightened
- To understand that learning brings about change

RME

- To develop knowledge and understanding of Ramadan and Eid, exploring their significance within the Islamic faith and the experiences of Muslim communities around the world

ICT

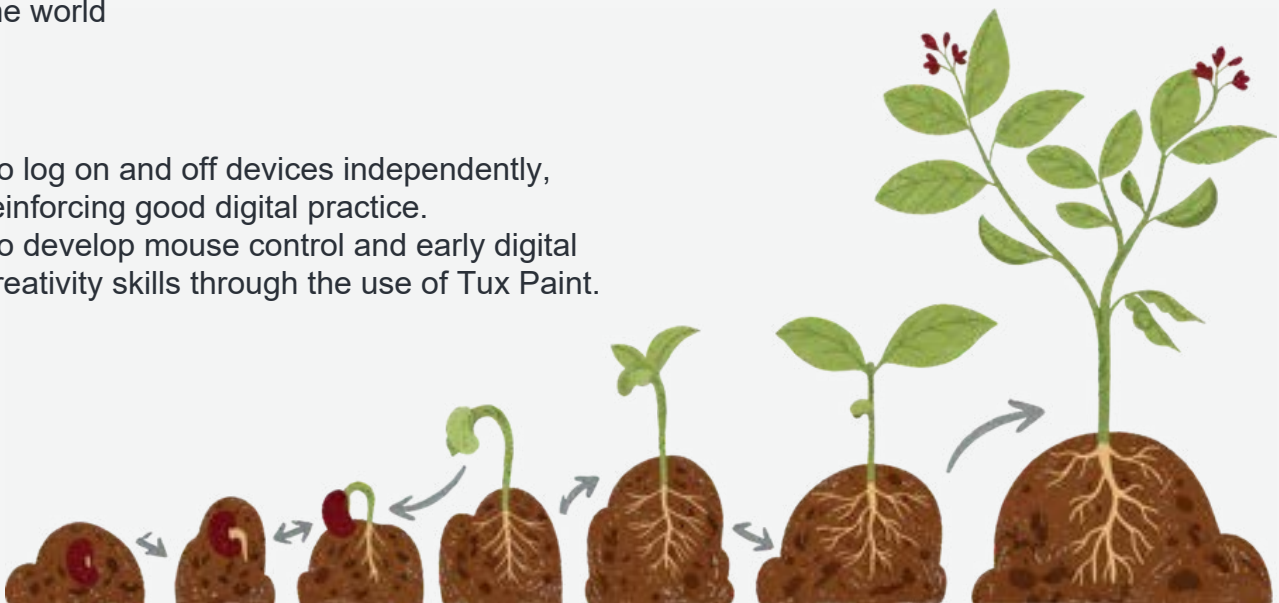
- To log on and off devices independently, reinforcing good digital practice.
- To develop mouse control and early digital creativity skills through the use of Tux Paint.
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Inter-disciplinary Learning

- To recognise the British Isles on a map, identify the countries that make up the British Isles and use simple letter and grid references.
- To use, make and interpret simple maps, recognising key features and symbols, and to draw a plan of an object.
- To compare life on an island with city life, developing an understanding of how place shapes the way people live.

Science

- To understand key vocabulary including plant, seed and tuber, and to know that seeds grow into flowering plants.
- To recognise that plants are living things that require light and water to grow, and to understand and discuss the process of germination.
- To identify, name and match the parts of a plant and to know that plants take water up through their stems.



Overview: April - June

Literacy and English

Listening & Talking

- To talk readily about personal experiences, give relevant responses in group discussions and tell a simple story through drama.

Reading

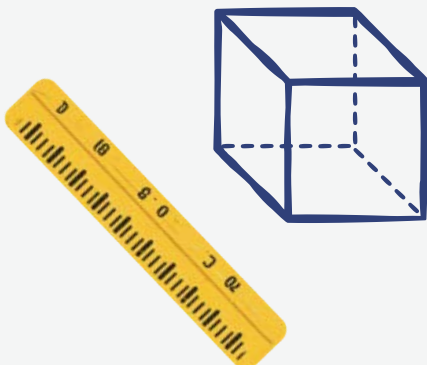
- To continue to develop fluency and expression when reading aloud, using word decoding strategies and picture clues to find information from texts.
- To complete differentiated reading comprehension tasks, building confidence and depth of understanding.

Writing

- To use capital letters, finger spaces and full stops consistently and to write for a variety of purposes including personal experiences, plant information booklets, instructions, imaginative writing and poetry.
- To sequence words and pictures effectively.

Spelling & Grammar

- To develop understanding and use of qu, gr, ar, oy, oi and ew sounds.
- To understand when to use a and an, use the correct tense in story writing and begin to order words alphabetically.



Numeracy & Mathematics

Number & Number Processes

- To sequence to 100 in number patterns of 2s, 3s, 5s and 10s.
- To explore the concept of multiplication through sorting objects into groups and repeated addition, and to understand the multiplication table of 2.
- To explore the concept of division through equal sharing and grouping, understanding the term division and using the division sign appropriately.

Angle, Symmetry & Transformation

- To use and locate simple grid references and to be introduced to the concept of right angles.

Area

- To use the language of area and to measure and compare areas using congruent squares.

Time

- To revise the days of the week and months of the year and to tell the time using analogue and digital clocks, including o'clock and half past.
- To find the time one, two or three hours before or after a given time on analogue and digital clocks.

Measurement

- To compare lengths, weight and volume using appropriate language such as longer/shorter and heavy/heavier, and to measure and compare using arbitrary and non-standard units.

A young girl with long brown hair is smiling. She is wearing a headband with two large, upright, orange-furred fox ears. She has a small black nose and a white mustache drawn on her face. She is holding a red book with the text 'ROALD DAHL' and 'THE WILD BOYS' visible on the cover. She is wearing a brown leopard-print top. The background is a blurred classroom setting with colorful toys and furniture.

Primary 3

What can you expect?

In Primary 3, girls continue to grow in confidence and independence, bringing enthusiasm and curiosity to everything they do. With a firm foundation in place, they are ready to deepen their skills and broaden their understanding, tackling new challenges with creativity and resilience.

Our Primary 3 curriculum encourages girls to think more deeply, ask searching questions and begin to take greater ownership of their learning. Through rich and varied experiences, girls develop their ability to work collaboratively, solve problems with growing confidence and stay positive when faced with difficulty - building the strength of character that will support them throughout their education.

Overview: August - October

Health & Wellbeing

- To know that it is important to listen to others and to develop the skills to do so effectively.
- To understand that their own views are valuable and that their voice matters.
- To know about rewards and consequences and to understand that these stem from the choices they make.
- To understand that positive choices have a positive impact on their own learning and the learning of those around them.

Science / Social Studies

Context for Learning: Mini Beasts

- To recognise the basic difference between vertebrates and invertebrates and to discuss invertebrates and the different habitats in which they live.
- To sort mini beasts into different categories, developing skills of classification based on a set of characteristics.
- To develop the skills of careful observation and drawing conclusions from findings.

Outdoor Learning

- To measure lengths using centimetres and metres through hands-on outdoor learning experiences, applying skills in a real-world context.
- To understand and explore the relationship between centimetres and metres through practical outdoor measurement activities.

RME

- To explore the story of Joseph within the Christian tradition, developing an understanding of themes such as forgiveness, resilience and the importance of family.

Art

- To create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

ICT

- To develop basic word processing skills, applying these across a range of learning contexts.
- To use search engines effectively to find specific topic-related information, developing digital literacy and research skills.



Overview: August - October

Literacy and English

Spelling

- To spell commonly used words accurately, applying knowledge of letter patterns and spelling rules with a focus on th, ch and magic e patterns including a-e, i-e, o-e and u-e.

Listening & Talking

- To listen carefully to stories and participate in discussions, talking with increasing confidence in front of peers.

Reading

- To continue to develop fluency and expression when reading aloud and to use clues from a text to predict what might happen next.

Writing

- To write a character description and an imaginative story.
- To up-level written work using vocabulary, connectives, openers and punctuation.
- To write a book review, developing the ability to reflect on and evaluate texts read.

Grammar & Comprehension

- To use adjectives to describe the appearance and personality of characters and to answer questions about a passage using the question to support the response.

Numeracy & Mathematics

- To consolidate and develop confidence in addition and subtraction within 20, applying these skills accurately and in a variety of contexts.
- To develop rapid recall of doubles and near doubles and to build secure knowledge of the 2, 5 and 10 times tables, recognising patterns and applying multiplication facts with increasing fluency.

Shape & Symmetry

- To recognise, name and describe the properties of common 2D shapes and 3D objects, developing the ability to sort and classify them according to their characteristics.
- To identify and explore lines of symmetry in shapes and patterns, using a mirror to create and verify symmetrical designs and to recognise symmetry in the wider environment.



Overview: November - December

RME

- To explore the story of Christmas and its significance within the Christian faith, developing understanding of the traditions and values associated with this important festival.
- To deepen knowledge and understanding of the Hindu festival of Diwali, exploring its meaning and the communities who celebrate it.

Outdoor Learning

- To estimate and measure lengths in centimetres and metres, applying mathematical skills in a real-world outdoor context.
- To identify shapes and shadows in the natural environment, developing observation and scientific enquiry skills.
- To express creativity through outdoor art, including making autumn sculptures and using natural materials to create alien rocks.

ICT

- To be introduced to programming software, developing early computational thinking and problem-solving skills.
- To develop Microsoft word processing skills, building confidence and accuracy in using digital tools for written communication.

Health & Wellbeing

- To understand that boys and girls can be similar and different in many ways, and that this is something to be celebrated.
- To understand how being bullied can make someone feel and to choose to respond with kindness towards others who are being bullied.
- To develop the confidence to stand up for themselves when they need to.
- To recognise that it is never right to judge someone because they are different.

Science

Context for learning: Sun, Moon and Stars

- To understand what stars are and recognise the sun as a source of light and heat at the centre of our solar system.
- To name the eight planets in order and recall key facts about each.
- To understand how day and night occur, knowing that a day is the time it takes the Earth to spin on its axis.
- To understand that a year is the time it takes the Earth to orbit the sun.
- To explore the phases of the moon and understand what it means when the moon waxes and wanes.

Overview: November - December

Literacy and English

Listening & Talking

- To listen carefully to the class novel and respond thoughtfully during follow-up discussions, and to listen to and carry out instructions effectively.
- To prepare and deliver a one to two minute talk, developing confidence when speaking in front of peers.

Grammar

- To understand and use nouns, proper nouns, adjectives and connectives, and to understand the difference between singular and plural.

Reading

- To continue to develop fluency and expression when reading aloud and to develop comprehension skills by identifying key information from texts and answering questions in full sentences.
- To explore different genres and develop a love of reading through regular library visits.

Writing

- To write a range of text types including a list of instructions, a thank-you letter and an imaginative story, up-leveiling sentences through the use of interesting vocabulary.
- To begin to use joined-up handwriting, developing fluency and consistency in written presentation.



Numeracy & Mathematics

Number & Place Value

- To count forwards and backwards and identify numbers up to 1000, developing a secure understanding of place value to hundreds, tens and units.
- To use the standard written method to add tens and ones, including with bridging, building confidence and accuracy in written calculation.

Multiplication & Recall

- To recite the 5 and 10 times tables and to continue revising the 2 times table out of sequence, alongside rapid recall of number bonds to 20 and doubles and near doubles.

Measurement

- To understand and use metres and centimetres, applying measurement skills accurately and in relevant contexts.



Overview: January - March

Health & Wellbeing

- To develop a desire to make healthy lifestyle choices and feel positive about caring for their bodies.
- To identify when a feeling is weak or strong and to develop emotional awareness.
- To develop a healthy relationship with food and understand the importance of nutrition.
- To experience and express the joy of sharing healthy food with friends.

RME

- To develop knowledge and appreciation of a range of festivals including Lunar New Year, Ramadan, Eid and others relevant to the pupils in the class, exploring their significance and the communities who celebrate them.

ICT

- To continue to develop word processing skills, building confidence and accuracy in using digital tools for written communication.
- To use simple programming tools such as Scratch, developing computational thinking, problem-solving and early coding skills.

Outdoor Learning

- To study the characteristics of birds through bird spotting, developing scientific observation and enquiry skills in the natural environment.
- To use natural resources to consolidate and extend learning around symmetry and tessellation, applying mathematical understanding in a creative outdoor context.

Science

The Rainforest

- To locate at least two of the world's rainforests and to understand the differences between our own environment and the environment of those who live in a rainforest.
- To identify the main characteristics of rainforest layers, habitats and vegetation, and to explore how people and animals have adapted to life in this environment.
- To consider the effects of human action on rainforest resources, developing an understanding of deforestation, endangered species and the importance of protecting natural habitats.



Overview: January - March

Literacy and English

Listening & Talking

- To deliver an unprepared 30–60 second talk about a chosen object, developing confidence and spontaneity in spoken communication.
- To debate in different contexts, using the story of The Three Pigs and deforestation as stimuli, developing the ability to construct and present an argument with clarity and conviction.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write across a range of genres including a rainforest description, a personal version of a Just So Story and a letter of complaint, developing voice, style and purpose in written work.

Grammar

- To develop understanding and use of connectives and adjectives in both reading and writing, and to apply correct tenses consistently when writing stories.

Numeracy & Mathematics

Number

- To add and subtract tens and hundreds with confidence, and to divide by 2, 5 and 10, applying these skills accurately across a range of contexts.
- To use and understand the 3 and 4 times tables in calculations, continuing to revise the 2, 5 and 10 times tables in a variety of ways including rote, out of sequence and in the form of missing number problems.
- To continue to revise number bonds to 20, doubles and near doubles, standard written methods for subtracting ones and units with exchanging, and numbers to 1000.

Data Handling

- To use and understand a simple bar chart, developing skills in reading and interpreting data.

Shape & Angle

- To recognise angles and right angles in shapes and the wider environment.

Measurement & Time

- To measure using both standard and non-standard units, and to revise telling the time including o'clock, half past and quarter to and past.



Overview: April - June

Health & Wellbeing

- To understand that changes will happen in life and that some can be controlled while others cannot.
- To express how they feel about change with confidence and openness.
- To show appreciation for older people and the experiences they bring.
- To recognise the independence and responsibilities they have now compared to when they were a baby or toddler.
- To reflect on the greater responsibilities and freedoms they may have in the future.
- To know who they would go to for help if worried or scared.
- To identify types of touch they find comfortable or uncomfortable and to confidently ask someone to stop if needed.

RME

- To deepen understanding of Christianity through a visit to Murrayfield Parish Church, exploring the significance of the church within the Christian community.
- To explore the meaning and messages behind Bible stories, developing an appreciation of their relevance and value.

ICT

- To undertake research on the Victorians using digital tools, developing skills in finding, selecting and evaluating information effectively.
- To develop familiarity with Microsoft 365 and to continue building touch typing skills, increasing speed, accuracy and confidence in digital communication.

Inter-disciplinary Learning

Context for learning: A walk through time

- To appreciate and understand the importance of a timeline and to establish a sense of their own place in history.

Context for learning: The Victorians

- To develop knowledge of Queen Victoria and her influence on Britain, using a timeline to establish the Victorian era in its historical context.
- To interpret evidence of life in Victorian times, with a particular focus on the experience of life as a servant, and to compare this with their own lives today.

Mapping

- To understand the importance of maps and why we use them, and to develop a basic understanding of where Scotland is located on a globe.
- To explore the local area, considering how buildings and their uses impact on the environment, and to understand and apply the four compass points.



Overview: April - June

Literacy and English

Listening & Talking

- To prepare and deliver a talk on the Victorians, developing confidence and organisation in spoken presentation.
- To listen carefully and follow more than one instruction at a time, building concentration and attention to detail.

Reading

- To continue to develop fluency and expression when reading aloud.

Writing

- To write independently across a variety of genres and styles including imaginative, personal and functional writing, using a fluent and legible cursive style throughout.
- To structure stories with a well thought out beginning, middle and end, varying sentence length and structure and using appropriate and ambitious vocabulary.
- To use full stops and question marks correctly and to apply appropriate organisation and presentation throughout written work.

Grammar

- To know and use common nouns, adjectives, verbs, connectives, pronouns and prepositions accurately and in context.
- To understand the concept of a paragraph and when it is appropriate to begin and end one, with a particular focus on using connectives and adjectives within story writing.

Numeracy & Mathematics

Mapping & Direction

- To locate and plot objects using grid references and to follow compass directions and pathways, linking directly to work in the mapping topic.

Time

- To recognise and set o'clock, half past, quarter past and quarter to on both analogue and digital clocks, calculate simple durations and develop an understanding of the 24-hour clock.

Measurement

- To estimate and measure accurately using centimetres, metres, grams and kilograms, developing confidence in selecting and applying appropriate units of measurement.

Money

- To recognise all coins, work out how to make different amounts and give change from 10p, 50p and £1.

Multiplication & Recall

- To revise doubles and near doubles and to consolidate the 2, 3, 4, 5 and 10 times tables in a variety of ways, including rote, out of sequence, missing number problems and related division facts.



Primary 4

What can you expect?

Primary 4 marks an exciting stage in girls' learning journey, as they build on established skills and begin to engage with ideas and concepts at a deeper level. Growing in confidence and independence, girls are encouraged to take greater responsibility for their own learning, approaching tasks with curiosity, perseverance and an open mind.

Our Primary 4 curriculum offers rich and meaningful experiences across all areas of learning. Girls develop as creative and critical thinkers, learning to tackle problems with imagination and tenacity, and to support one another as they work - discovering what it means to be both a valued team member and an emerging leader.

Overview: August - October

RME

- To explore the story of Moses within the Old Testament, developing an understanding of its significance within both the Christian and Jewish faiths and reflecting on themes of courage, justice and leadership.
- To develop knowledge and understanding of the Jewish New Year and Yom Kippur, exploring their importance within the Jewish faith and the traditions and values associated with these celebrations.

ICT

- To develop basic typing skills including editing for spelling and punctuation, building confidence and accuracy in word processing.
- To apply layout formatting skills to improve the presentation and organisation of digital documents.
- To insert images from the internet into a document, developing understanding of how to enhance digital work responsibly.
- To use Save and Save As functions, developing good practice in managing and organising digital files.
- To print a document independently, understanding the process from screen to page.
- To develop research skills by using digital tools to find, select and present information effectively.
- To be introduced to PowerPoint as a tool for creating and presenting information in a visually engaging way.
- To use Mathletics to support and reinforce numeracy skills through interactive digital learning.



Art

- To explore a range of media and technologies to create images and objects focusing on origami and 3D Art.

Outdoor Learning

- To develop teamwork, communication and leadership skills through collaborative outdoor learning experiences.
- To explore and create pop-up structures using natural materials, developing creativity and problem-solving skills in an outdoor context.
- To investigate vertebrates and living things in their natural habitat, developing scientific enquiry and observation skills through first-hand outdoor exploration.

Inter-disciplinary Learning

Technology context for learning: Pop-up mechanisms

- To understand and create a variety of pop-up mechanisms including box fold, slider, springer, lift the flap and rotator.

Skills Focus

- To follow a series of instructions accurately and to develop precision in measuring, cutting and folding, building careful and methodical working habits.

Health & Wellbeing

- To understand why rules are needed, how they relate to choices and consequences, and how actions can affect the feelings of others.
- To recognise a range of feelings in themselves and others and to develop compassion, empathy and the ability to make others feel valued.

Overview: August - October

Literacy and English

Spelling

- To spell most commonly used words accurately and to make confident phonetic attempts at less familiar words, with a focus on a-e, ai, ay, double consonants and prefixes.

Listening & Talking

- To listen carefully to the class novel, discussing key themes with engagement and insight.
- To talk with confidence in front of peers and to learn and share pieces of poetry, developing expression and appreciation of language.

Grammar & Comprehension

- To develop knowledge and correct use of common and proper nouns, adjectives, connectives and capital letters, and to explore alphabetical order and dictionary use.
- To understand the concept of paragraphs and use them appropriately in written work.

Reading

- To find specific pieces of information from a range of sources and to discuss and give a personal opinion on different texts, developing critical thinking and reading for meaning.

Writing

- To write independently across a variety of genres and styles including functional, personal and imaginative writing, using a fluent and legible style throughout.
- To write with detail and precision, describing setting, character and events effectively and varying sentence length and structure to maintain the reader's interest.

Numeracy & Mathematics

Number & Place Value

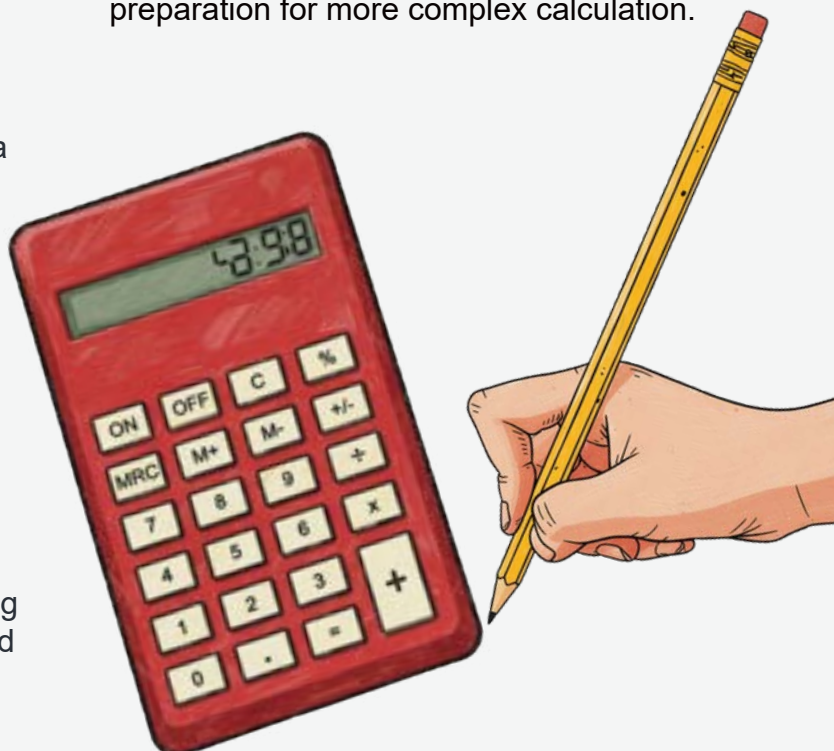
- To develop a secure understanding of place value to thousands, hundreds, tens and ones, using this knowledge to support written and mental calculation.
- To add two and three digit numbers with confidence, with a focus on carrying figures accurately using the standard written method.

Recall & Mental Agility

- To revise and consolidate number bonds, extending knowledge of doubles and near doubles up to 50 and multiples of 10, developing speed and accuracy in mental calculation.

Multiplication

- To develop secure knowledge and understanding of the 2, 3, 4, 5 and 10 times tables, applying multiplication facts confidently across a range of contexts and in preparation for more complex calculation.



Overview: November - December

RME

- To connect Christmas with stories from the life of Jesus, developing understanding of the significance of this festival within the Christian faith.
- To develop knowledge and understanding of celebrations and festivals associated with Judaism and the Hindu festivals of Dussehra and Diwali, exploring their meaning and the communities who celebrate them.

Outdoor Learning

- To identify and appreciate autumnal changes in the natural environment, developing observation and scientific enquiry skills.
- To take part in a mini beast hunt, identifying and distinguishing between vertebrates and invertebrates in their natural habitat.

ICT

- To use digital technologies to search for and find information effectively, developing digital literacy and research skills.
- To develop word processing skills and use PowerPoint to showcase research, building confidence in presenting information in a variety of digital formats.
- To use websites such as Mathletics to consolidate and reinforce numeracy learning through interactive digital tasks.

Health & Wellbeing

- To understand why families are important, recognise that every family is different and show appreciation for the people who care for them.
- To know that conflict is a normal part of relationships and to use strategies such as the 'Solve it together' technique to calm and resolve disagreements with friends and family.

Science

Context for learning: Living things

- To distinguish between vertebrates and invertebrates and to identify some of the more obvious distinguishing features of the five vertebrate groups.
- To describe the position and function of the skeleton, developing understanding of how it supports and protects the body.



Overview: November - December

Literacy and English

Writing

- To write using a legible, linked script and to begin using paragraphs and a variety of connectives in extended pieces of writing.
- To apply VCOP strategies to up-level and improve written work, writing across a range of genres including imaginative stories, reports and letters.
- To use a dictionary to support spelling and develop understanding of the meaning of words.

Listening & Talking

- To listen carefully to instructions and to prepare and present a talk to peers with confidence and clarity.

Reading

- To continue to develop fluency and expression when reading aloud and to focus on developing comprehension skills when analysing a text.

Grammar

- To develop knowledge and correct use of common and proper nouns, adjectives, connectives and capital letters, and to explore alphabetical order and dictionary use with increasing independence.

Numeracy & Mathematics

Number

- To subtract single digit, two digit and three digit numbers with and without exchange using the vertical method, or mentally where appropriate, with a focus on the concept of exchange and revision of number bonds.
- To make and articulate the links between addition and subtraction, deepening understanding of inverse operations and building flexibility in calculation.

Multiplication & Division

- To develop secure knowledge and understanding of the 2, 3, 4, 5, 6, 7 and 8 times tables, applying these facts confidently in both multiplication and division calculations.
- To continue to revise the 5 and 10 times tables, building speed and accuracy through regular practice in a variety of contexts.

Shape & Symmetry

- To identify and describe angles and lines of symmetry in shapes, developing spatial awareness and the ability to recognise these properties in the wider environment.



Overview: January - March

ICT

- To use digital technologies to search for and find information effectively, developing digital literacy and research skills.
- To develop word processing skills, building confidence and accuracy in using digital tools for written communication.
- To develop early coding skills through the use of Scratch, building computational thinking, logical reasoning and problem-solving abilities.

Inter-disciplinary Learning

Context for Learning: Dream Holiday

- To identify the main Scottish cities, islands, rivers and its three main geographical regions on a map, using this knowledge as a starting point for planning a dream holiday within Scotland.
- To identify the four countries of the UK and their capital cities, considering these as potential dream holiday destinations.
- To extend a personal mental map and sense of place by interpreting information from a range of maps, locating key features within Scotland, the UK, Europe and the wider world in the context of researching and planning a dream holiday destination.

RME

- To develop knowledge and understanding of the customs and traditions associated with Judaism, exploring their significance within the Jewish faith and community.
- To develop appreciation of a range of world festivals including Lunar New Year, Ramadan, Eid and others relevant to the pupils in the class, exploring their meaning and the communities who celebrate them.

Outdoor Learning

- To develop curiosity and understanding of the natural world through first-hand exploration and observation in our outdoor environment, building knowledge of living things, seasonal change and the world around us.
- To develop a sense of place and personal connection to the wider world, reflecting on our role and responsibilities as citizens of a shared environment and considering how our actions impact on the natural world around us.

Health & Wellbeing

- To know about people who have overcome difficult challenges to achieve success and to reflect on what this means for their own dreams and ambitions.
- To understand their own strengths as a learner, take responsibility for their own learning and know how to evaluate and improve their progress over time.



Overview: January - March

Literacy and English

Grammar

- To develop knowledge and correct use of contractions, proper and common nouns, adjectives, connectives, plurals, adverbs and comparative and superlative adjectives.
- To arrange words in alphabetical order, use a dictionary with confidence and apply understanding of paragraphs in extended pieces of writing.

Writing

- To write independently across a variety of genres and styles including letter writing, using appropriate vocabulary, organisation and form to communicate key events, facts and ideas effectively.
- To write stories with detail and precision, describing setting, characters and events with care, varying sentence length and structure and using full stops and question marks correctly throughout.

Listening & Talking

- To listen carefully to and discuss the class novel, engaging thoughtfully with key themes and characters.
- To learn and recite a poem, developing expression, memory and appreciation of language.

Reading

- To find and use specific information from a range of sources and to read familiar texts with fluency and expression.
- To discuss fiction and non-fiction texts using appropriate terminology including plot, dialogue, main character, thesaurus, reference book and speech, exclamation and question marks.

Numeracy & Mathematics

Multiplication & Division

- To develop secure knowledge of multiplication tables up to 10, continuing to revise all tables covered so far with increasing speed and accuracy.
- To use the vertical written method to multiply a two digit number by a single digit, applying multiplication facts with confidence and precision.
- To make clear links between multiplication and division, understanding the processes of sharing and grouping and recording division calculations using the conventional written form.

Money

- To convert confidently between pounds and pence, pay for items and calculate the correct change required.
- To solve a range of money problems using addition and subtraction, applying mathematical skills in real-world contexts.

Data Handling

- To revise using a tally table and chart when gathering and organising information.
- To construct a bar graph with axes graduated in multiple units, developing the ability to present, read and interpret data accurately and with increasing independence.



Overview: April - June

Health & Wellbeing

- To know that in humans a mother carries and nurtures a baby in her uterus and that babies need love and care from their parents and carers.
- To understand the changes that happen between being a baby and a child, and to know that the body changes during puberty so that it can make babies in adulthood.
- To know some of the physical and emotional changes that happen during puberty, both inside and outside the body.
- To express how they feel about puberty and to know who they can talk to if they have any worries.

Outdoor Learning

- To apply and extend interdisciplinary learning about the Romans through hands-on outdoor activities exploring Roman mosaics, roads and archaeology, developing creative, historical and scientific thinking in an outdoor context.
- To visit the Water of Leith Centre, developing knowledge and understanding of the local natural environment, its wildlife and the importance of environmental stewardship.

Inter-disciplinary Learning

Context for learning: The Romans

- To appreciate the importance of the Romans and their place in history, understanding the legacy they left behind in Britain and why we study them today.
- To locate Rome and Italy on a map of Europe and the wider world, developing geographical awareness and historical context.
- To understand how the Roman army was organised and disciplined, and to appreciate both the positive and negative aspects of life as a Roman soldier.
- To explore the structure of Roman cities and their societal hierarchy, comparing similarities and differences between Roman cities and modern cities today.

RME

- To explore Judaism in greater depth through an investigation of Passover, developing understanding of its significance within the Jewish faith and community.
- To investigate how Easter and the arrival of spring are celebrated around the world, appreciating the diversity of traditions and their cultural and religious significance.



Overview: April - June

Literacy and English

Listening & Talking

- To listen carefully to information, instructions and directions, demonstrating understanding and the ability to apply what has been heard.
- To convey several items of information, instructions or directions clearly and accurately to others.

Reading

- To read familiar texts with fluency and expression, finding and using specific information from a range of sources including the internet to support topic work on the Romans.
- To identify key features of form and content across different types of text, developing awareness of how texts are structured for different purposes.

Writing

- To write independently across a variety of genres and styles, using appropriate vocabulary, organisation and form to communicate key events, facts and ideas effectively.
- To write stories with detail and precision, describing setting, characters and events with care, varying sentence length and structure and using full stops and question marks correctly throughout.

Grammar

- To use a dictionary with increasing independence, searching by second and third letter, and to use a thesaurus to extend and enrich vocabulary choices.

Numeracy & Mathematics

Time

- To understand and use am and pm, read minutes past and to the hour, and calculate time intervals and durations, including understanding clockwise and anticlockwise movement.

Measurement

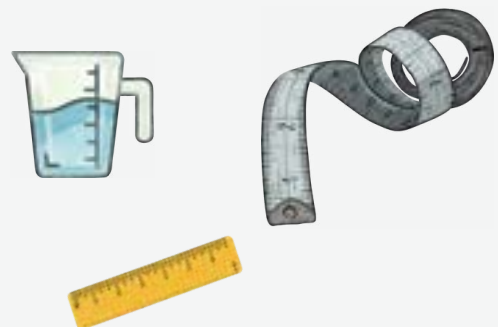
- To measure lengths accurately using a range of measurement tools and to develop understanding of units including grams, kilograms, centimetres, metres, litres and their half units.
- To understand and apply conversions between centimetres and metres and between grams and kilograms, and to estimate measurements using appropriate language such as heavier/lighter, shorter/longer and more/less.

Area

- To understand that area is the amount of space covered by a shape and to measure and compare areas by counting square centimetres.

Shape & Angle

- To explore common 2D shapes and 3D objects, identifying their names and features, and to compare and order angles with growing confidence.





Primary 5

What can you expect?

Primary 5 is a time of growing maturity and ambition, as girls embrace new challenges and begin to take real ownership of their learning. With a broadening curiosity about the world around them, they engage more deeply with ideas across all curriculum areas, developing the confidence to think independently, question critically and collaborate with others.

Our Primary 5 curriculum is designed to stretch and inspire. Girls are encouraged to aim high in everything they do - setting personal goals, reflecting honestly on their progress and developing the resilience to persevere when learning is demanding. Through teamwork and discussion, they sharpen their ability to listen, communicate and lead with growing assurance.

Overview: August - October

Health & Wellbeing

- To understand how individual attitudes and actions make a difference to the class and wider school community, and to know their own place within it.
- To know what democracy means, understand the value of pupil voice and know how groups work together to reach a consensus.
- To identify the feelings associated with being included or excluded and to actively make others feel valued, welcomed and cared for.
- To take on a role in group discussions and tasks, contributing positively to the overall outcome and helping friends to make positive choices.

Inter-disciplinary Learning Social Studies/Science

- To identify key features of the local area and to locate the main Scottish cities, islands and rivers on a map.
- To identify the four countries of the UK and their capital cities, and to name and locate the seven continents of the world.
- To understand and apply compass points and map keys, developing confidence in reading and interpreting maps.
- To identify and name common Scottish trees, developing knowledge of the natural environment and the living world around us.



Outdoor Learning

- To develop teamwork, communication and leadership skills through outdoor team games and collaborative activities in the natural environment.
- To identify and classify common Scottish trees and leaves through the Great St George's Tree Hunt and related activities in the school grounds, developing scientific observation and classification skills.
- To study a tree in detail and use this as a stimulus for descriptive poetry writing, making meaningful connections between outdoor learning and literacy.
- To identify and celebrate diversity in nature through a plant scavenger hunt, developing curiosity and appreciation for the living world.
- To develop a sense of responsibility and respect for outdoor spaces, understanding our role in caring for the natural environment.

RME

- To understand key terms such as parable and miracle, illustrating understanding through selected Biblical stories including the parable of the Good Samaritan.

ICT

- To develop word processing and image manipulation skills, building confidence in creating and editing digital content.
- To use cloud storage through O365, developing good practice in saving, organising and sharing digital work.
- To develop skills in information research, communication and presentation, and to continue building touch typing speed and accuracy.

Overview: August - October

Literacy and English

Spelling

- To develop understanding of letter patterns and spelling rules, with a focus on ea, ask, ast, ass, ur, ure, ing and ed, applying these accurately across a range of written work.

Listening & Talking

- To discuss texts thoughtfully within a reading group, developing the ability to listen carefully, respond appropriately and contribute meaningfully to everyday school discussions.

Reading

- To read across a range of genres for information, enjoyment and to develop fluency and expression when reading aloud.

Writing

- To explore aspects of poetry with a focus on trees as a stimulus, and to write independently across a variety of genres and styles.
- To read a piece of text, organise the information and rewrite it in their own words, developing functional writing skills.
- To form legible, linked handwriting with clear differentiation of letter sizes.

Grammar & Comprehension

- To use common and proper nouns, adjectives, connectives and capital letters correctly and consistently in written work.
- To develop alphabetical order awareness and use a dictionary competently and with increasing independence.

Numeracy & Mathematics

Number & Place Value

- To develop a secure understanding of place value with numbers of up to six and seven digits, ordering and comparing numbers with confidence and accuracy.
- To estimate and round numbers of up to six digits to the nearest 10, 100 and 1000, developing number sense and the ability to apply rounding in context.

Addition & Subtraction

- To add several small numbers mentally with speed and accuracy, and to use written methods to add two, three and four digit numbers with increasing confidence.
- To find missing numbers in addition and subtraction calculations, deepening understanding of inverse operations and developing algebraic thinking.

Problem Solving & Enquiry

- To apply addition and subtraction skills across a range of problem-solving and enquiry tasks, developing logical reasoning, perseverance and the ability to select and justify appropriate strategies.



Overview: November - December

RME

- To understand the significance of the birth of Christ within the Christian faith, exploring the stories and traditions associated with this important event.
- To listen to, discuss and explore Bible stories, developing understanding of their meaning and the values they convey.

Outdoor Learning

- To classify and identify Scottish wildlife that may live within our school grounds, developing scientific observation and classification skills in a real-world context.
- To identify the habitats of different Scottish wildlife, building knowledge and understanding of the living world and the importance of protecting natural environments.
- To develop a sense of appreciation and responsibility for our school grounds, understanding our role in caring for and respecting the natural environment around us.

ICT

- To use the internet effectively to search, access and retrieve relevant information, developing digital literacy and research skills.
- To use OneNote to organise, share and present information and images, building confidence in collaborative digital working.
- To create, film and edit a documentary, developing skills in digital media production, communication and creative presentation.

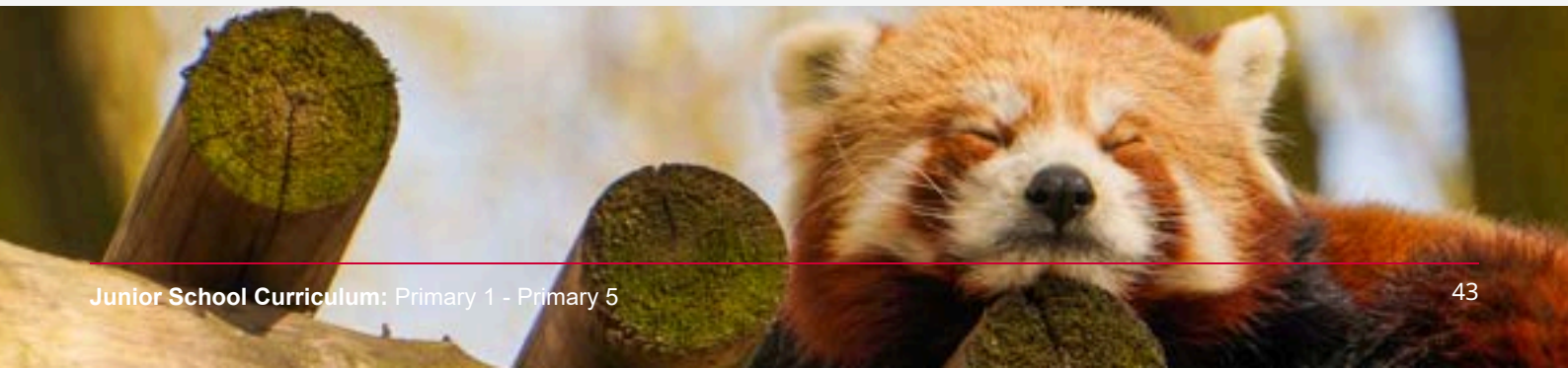
Health & Wellbeing

- To understand that people sometimes make assumptions based on appearance or behaviour, and to recognise the influences that can affect how we judge a person or situation.
- To know that some forms of bullying are harder to identify, understand what to do if bullying is taking place and explore the reasons why bystanders sometimes join in or stay silent.
- To identify their own uniqueness, feel comfortable with who they are and practise being non-judgemental and accepting of others.

Inter-disciplinary Learning

Context for learning: Endangered Animals

- To work cooperatively and collaboratively with peers, undertaking a specific role of responsibility within a group and contributing to a shared outcome.
- To apply research and presentation skills to produce an informative, educational and engaging documentary based on a Scottish endangered animal.
- To develop an understanding of the issues surrounding Scottish endangered animals, building awareness of conservation and environmental responsibility.
- To evaluate the performance of others using agreed criteria, developing the ability to give and receive constructive feedback with confidence and maturity.



Overview: November - December

Literacy and English

Listening & Talking

- To listen carefully to the class novel and respond thoughtfully during follow-up discussions, and to listen to and carry out instructions effectively.
- To prepare and deliver a one to two minute talk, developing confidence and clarity when speaking in front of peers.

Grammar

- To develop understanding and correct use of adjectives, synonyms, homophones and contractions, and to apply basic punctuation and speech marks accurately in written work.

Reading

- To read across a range of texts for information and enjoyment, and to develop the ability to read aloud with expression and fluency to entertain an audience.

Writing

- To use interesting vocabulary and synonyms to create atmosphere and develop compelling characters and settings within extended pieces of writing.
- To organise and reproduce information accurately and to draw on ideas, settings and themes suggested by P2 pupils to develop a collaborative and imaginative extended piece of writing.



Numeracy & Mathematics

Subtraction

- To subtract two, three and four digit numbers with confidence, using bridging strategies and the standard vertical written method with accuracy and understanding.
- To find missing numbers in subtraction calculations, reinforcing understanding of inverse operations, and to apply subtraction skills to a range of real-life problem-solving situations.

Multiplication

- To consolidate knowledge of multiplication tables using a range of mental and written strategies, building speed, accuracy and flexibility in calculation.
- To multiply two, three and four digit numbers by 10, and to multiply two and three digit numbers by 100, developing a secure understanding of the effect of multiplying by powers of 10.
- To multiply two digit multiples of 10 and three digit multiples of 100, extending multiplication skills and preparing for more complex written calculations.

Overview: January - March

Health & Wellbeing

- To understand how friendship groups are formed, recognise the different roles of leaders and followers within them and identify the friendships they value most.
- To know the facts about smoking, vaping and alcohol, understanding their effects on health and some of the reasons people choose to use them.
- To recognise the feelings associated with peer pressure, know what they believe is right and wrong and develop strategies to resist pressure from others.
- To reflect on how different people and groups impact on them and to draw on their own values and sense of self when navigating challenging social situations.

ICT

- To use the internet effectively to search, access and retrieve relevant information, developing digital literacy and research skills.
- To use Teams and OneNote to share information and collaborate with others, building confidence in digital communication and cooperative working.

Inter-disciplinary Learning The Scottish Parliament

- To understand the concept of democracy and to develop knowledge of the history of the Scottish Parliament, exploring how it came to be established and its role today.
- To develop understanding of elections, political parties and current leaders, making connections between how democracy functions at a national level and the wider concept of civic participation.
- To make meaningful links between the Scottish Parliament and the Scottish Wars of Independence, developing a sense of Scottish history and identity across different periods of time.

Outdoor Learning

- To develop an awareness and appreciation of outdoor spaces, fostering a sense of responsibility and respect for the natural environment.
- To explore changing states of matter through practical experiments using water, ice and vapour in the outdoor environment, making direct connections between scientific learning and the world around us.

Science

- To explain the differences between solids, liquids and gases and to identify everyday examples of condensation, evaporation, freezing and melting.
- To understand the role of evaporation and condensation in the water cycle, developing a secure understanding of how water moves through and shapes our natural environment.

RME

- To develop knowledge and understanding of Buddhism, exploring its core beliefs, values and practices and the communities around the world who follow this faith.



Overview: January - March

Literacy and English

Listening & Talking

- To discuss texts thoughtfully within a reading group, listening carefully and responding appropriately to acquire and share relevant information.

Reading

- To read across a range of texts for information and enjoyment, practising reading aloud with fluency and expression.
- To study a newspaper in depth, developing an appreciation of the different types of articles including news, sports, fashion, editorial and features.

Writing

- To write newspaper articles using key features of the format including titles, subtitles, captions, columns and interviews, developing an appreciation of the importance of succinct and informative reporting.
- To write a poem using similes, exploring how figurative language can be used to create vivid and engaging imagery.

Grammar & Spelling

- To develop understanding of contractions, similes, homophones and syllables, applying these concepts accurately in reading and writing.
- To develop knowledge of letter patterns and spelling rules, applying these correctly across a range of written work.
- To use basic punctuation and speech marks correctly and consistently.

Numeracy & Mathematics

Division

- To revise mental division by 2–10 and extend this to division by multiples of 10 and 100, building speed, accuracy and confidence in mental calculation.
- To reinforce and articulate the link between division and multiplication, deepening understanding of inverse operations and applying this knowledge across a range of contexts.

Fractions, Decimals & Percentages

- To understand equivalences in simple fractions and to carry out addition and subtraction calculations with fractions, applying these skills to solve related problems.
- To develop understanding of decimal fractions and percentages, choosing a preferred form when approaching and solving problems and developing flexibility in mathematical thinking.

Money

- To recognise all notes and coins up to £20 and to convert confidently between pounds and pence.
- To solve a range of money problems using addition, subtraction, multiplication and division, applying mathematical skills accurately in real-world and problem-solving contexts.



Overview: April - June

Health & Wellbeing

- To know that personal characteristics are inherited from birth parents and that babies are made when a sperm joins with an ovum, naming the internal and external body parts involved.
- To understand how the female and male body change during puberty and why personal hygiene becomes increasingly important at this stage.
- To know that change is a normal part of life, that some changes cannot be controlled and that change can bring about a range of different emotions.
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Outdoor Learning

- To explore and use natural materials from the environment to design and build structures inspired by Scottish history, making meaningful connections between outdoor learning and interdisciplinary topic work.
- To take part in a two-night residential camp at Lendrick Muir, developing resilience, independence and confidence through a range of challenging outdoor activities, and building teamwork and leadership skills in an unfamiliar environment.
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ICT

- To use Excel to support information handling, developing skills in organising, presenting and interpreting data using spreadsheet tools.

Inter-disciplinary Learning

Context for learning: Scottish History

- To develop an understanding of what history is and how timelines help us make sense of the past, exploring life in Scotland during the period studied.
- To develop knowledge of key Scottish historical figures and events from Alexander III to post Robert the Bruce, understanding the significance of this period in shaping Scottish identity.
- To develop knowledge of key dates and an understanding of what life was like as a soldier during this time, bringing history to life through detailed and contextual study.

Science

Context for learning: Sound



- To recognise that sound is a form of energy and to understand that it travels as a wave, made by particles squeezing together and moving apart.
- To understand that sound is produced by vibrations and to develop knowledge of pitch, exploring how the characteristics of sound can vary and be measured.



Overview: April - June

Literacy and English

Listening & Talking

- To discuss texts thoughtfully within a reading group, listening carefully and responding appropriately to acquire and share relevant information.

Reading

- To read across a range of texts for information and enjoyment, practising reading aloud with fluency and developing understanding and comprehension of texts studied.

Writing

- To write a personal account and to research and produce a project on a Scottish castle, structured with an introduction, content, conclusion and bibliography.

Grammar

- To develop understanding and correct use of verbs, revise speech marks and extend vocabulary, applying basic punctuation accurately and consistently throughout written work.
- To use a dictionary and thesaurus with confidence and to apply correct spelling rules and patterns in written work and spelling tests.

Numeracy & Mathematics

Time

- To tell the time in five minute intervals on both analogue and digital clocks, understand the concept of am and pm and calculate time intervals with accuracy.

Measurement

- To understand and measure in millimetres, centimetres, metres and kilometres, applying conversions between these units confidently and accurately.
- To understand and apply the concepts of area and perimeter, developing the ability to calculate and compare these in a range of contexts.

Angles

- To use a protractor accurately to measure angles and to develop understanding of the link between compass points and angles, applying this knowledge in practical contexts.

Data Handling

- To interpret data from a range of graphs and charts including bar charts, tally tables, tables and pictographs, developing the ability to read, analyse and draw conclusions from information presented in different formats.





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