



Canongate Primary School - Learning Letter Term 2

Dear Parent/Carer,

Learning in P2/1 at Canongate will follow Fife's Playful Pedagogy Approach. Learning will be through a blend of child-initiated play, teacher-initiated play & direct teaching. The balance of the day will change in response to the needs of the learners.

IMPORTANT! Indoor shoes are now necessary every day as the grass can be very muddy. Black gym shoes that can be left in school are perfect. Your child should bring a raincoat every day.

Please also ensure your child comes to school with their homework folder **EVERY** day.

Miss Fernie, Mrs Smith & P2/1

Learning through play (core provision):

These areas are where child-initiated play will be encouraged fostering curiosity, experimentation, persistence, discovery, problem-solving, sharing and teamwork (known as **meta-skills**).

Home Corner	Sand/Water/Mud kitchen	Loose Parts	Small World
Leading, communication, collaboration, sense-making, adapting, feeling.	Creativity, sense-making, critical thinking, collaboration, curiosity, gross & fine motor skills.	Creativity, adapting, sense-making, initiative, fine motor skills.	Communication, feeling, sense-making, adapting.
Craft Area	Outdoor Area (P1 garden)	Block Play	Construction

Curiosity, creativity, focussing, fine motor skills.	Initiative, sense-making, adapting, curiosity, creativity, communication, collaboration, gross-motor skills.	Focussing, initiative, critical thinking, creativity, sense-making, adapting.	Focussing, initiative, critical thinking, creativity, sense-making, adapting.
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Miss Fernie , Mrs Smith & P2/1

Learning:

As part of our home/school partnership, we are aware that parents would like to know what their child(ren) are learning in school. Please use our 'Learning Letter' to discuss your child's learning with them.

Please find an overview below of the areas they will be looking at this term. These are the overarching 'Learning Intentions' for the whole class for the term. Individual children's targets may differ slightly based on need. Please don't hesitate to contact the school if you have any queries or if there is something you feel you could support us with.

Reading	P1: • We are continuing to learn our Jolly Phonic initial sounds. • We are continuing to learn to identify the 'beginning', 'middle' and 'end' sounds within words. • We will practise blending sounds to create words. • We will continue to learn to identify and use rhyming words. • We will share and enjoy a wide range of stories together to build our vocabulary and phonological awareness. • We will use the Actions Words Programme to help us read tricky words. • We will use the Canongate "Bookery" to choose our own stories. We will begin to talk about our preferred type of book to read. • We will continue to use Oxford Reading Tree (ORT) reading programme to start reading stage 1 books. Some children will be introduced to stage 1+ and stage 2 key words and books. • We are learning to recite the alphabet through song and rhyme.
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	P2: • We are continuing to practise phonics, recap and consolidate sounds and digraphs. • We are continuing to learn to recognise common words and ORT keywords. • We are learning to use context clues to read and understand texts. • We are learning to demonstrate some fluency in reading. • We are learning to read aloud with expression. • We are learning to recognise and understand why questions marks and speech marks are used in text. • We are learning to recognise rhyming words in our reading. • We are learning to answer literal, inferential and evaluative questions about a text. • We are learning to read our own writing out loud.
Writing	<u>P1</u> Our focus this term is story maps. • We will use a range of Autumn and Winter stories as a stimulus for our writing this term. • We are continuing to learn to hold our pencils properly. • We will use different materials to make patterns, make marks & practise forming letters & numbers. • We will participate in 'Dough Disco' sessions to improve our finger and hand strength. • We will continue to use loose parts to improve our fine motor skills. • We are learning to form our letters correctly. • We are learning to write simple CVC words. • We are learning to create a story map. • We are learning to identify letter names and will be introduced to uppercase letters. <u>P2</u> • Our focus this term is descriptive writing. • We are learning to write descriptively about a variety of subjects including character, setting and events. • We are learning to use a description bubble to describe different features of a subject i.e. size, colour, position etc. • We are learning to write sentences using descriptive language.

	• We are learning to write in the third person. • We are learning to identify nouns, adjectives and verbs and to use these in our writing. • We will explore the different features of descriptive writing and will try to connect our writing to our senses. • We are learning to use a variety of connectives (and, but, because, etc) to make our sentences longer and more interesting. • We are learning to put words into alphabetical order (to the first letter). • We are continuing to learn to use phonetically plausible strategies to spell or attempt to spell unknown words. • We are continuing to learn to correctly punctuate sentences using capital letters and full stops throughout our writing. • We are continuing to learn to write letters mostly correct sized and spaced out correctly. • We are continuing to learn to neatly present our writing i.e., writing on the line. • Some children will use Clicker for writing support.
Listening & Talking	• We are learning to share ideas and information using the appropriate vocabulary and in logical order. • We are learning to participate in partner and groups discussions, learning to take turns and to contribute at appropriate times. • We are learning to respond to different types of questions to show our understanding of the main ideas of a text. • We are learning to give feedback to peers in a constructive way. • We will improve our ability to communicate in a clear and expressive way. • We will improve our ability to recount stories, events and experiences in logical sequence. • We are learning to discuss what we liked/ disliked about a story. • We are learning to use appropriate body language when performing to an audience e.g. eye contact and gesture.
Numeracy	<u>P1</u> • We will continue to develop our sense of size & amount.

	• We are learning to recognise, count and form numbers to 20. • We are learning to find a number between two 2-digit numbers up to 20. • We are learning to estimate the number of objects in a group up to 20 & count to check. • We will practise recognising the number of objects in a group without counting – known as subitising. • We are learning to count forwards & backwards from any number up to 20. • We will learn to place missing numbers on a number line up to 20. • We are learning to double numbers to total of 10. • We are learning to use ordinal numbers in a variety of contexts. • We are learning to explore, continue and create simple number patterns. • We will explore partitioning (separating) quantities up to 10 into two or more parts to help us understand the structure of numbers. • We will begin to learn our Friends of 10 – these are numbers which add to 10. • We are learning to gather, organise and display information in a variety of ways. • We are continuing to practice number formation – ensuring our numbers are facing the right direction. • We are learning our teen numbers and will represent them in a variety of ways. <u>P2</u> • We are continuing to practice counting in 2's, 5's and 10's (both forwards and backwards). • We are continuing to learn to count on and back from both screened and unscreened numbers. • We are learning to confidently recall all addition and subtraction facts to 10. • We are learning doubles to 20. • We are learning to add and subtract numbers to 20. • We are learning to add and subtract multiples of ten to/ from any multiple of 10 (within 100). • We are learning to recognise simple fraction notation, in word and mathematical form. • We are learning to understand and can demonstrate how a whole is represented e.g. 2 halves = 1 whole. • We are learning to order simple fractions from smallest to largest. • We are learning to gather, organise and display information in a variety of ways.
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	• We are learning to ask and answer questions about our own and other's data and what it represents.
Health & Wellbeing incl. P.E.	• We are learning how the role of physical activity can keep us healthy. • We are learning to create a short dance sequence using our creativity. • We are learning to develop skills and techniques to improve our level of performance (hockey). • We are learning to work as a good team and show good sportsmanship. • We are learning about the importance of following our whole school values (ambition, kindness, equity, respect). • We are learning how to assess and manage risk, to protect ourselves and others, and to reduce the potential for harm where possible (fire safety – bonfire night/fire building in the forest). • We are learning to recognise our feelings and are developing the ability to talk about them. • We are learning about strategies that we can use to help us cope with a range of feelings. • We are learning to talk about our strengths and goals and will use these to support others. • We are learning how our behaviour can be influenced by our thoughts and feelings (Building Resilience).
Expressive Arts (Music, Art and Drama)	This term we will focus on drama and music: • We are learning to perform with confidence and enthusiasm for an audience (Nativity). • We are learning to sing a melody and keep the beat (Nativity). • We are learning to communicate ideas and feelings through drama using aspects of voice, movement and facial expressions. • We are learning to use our voices to explore sound and rhythm. • We are learning to be a good audience (Nativity). • We are learning to project our voices and speak clearly (Nativity). • We are learning to explore and combine a variety of materials and techniques to create mixed media art that links to our learning from across the curriculum.
RME	• We are learning about Christian beliefs and the Nativity story. • We are learning some Christmas songs. • We are learning how to sequence the Christmas story.

Digital Literacy/Technology	• We are continuing to learn how to log into the computer independently. • We are learning to explore, play and communicate using digital technologies safely and securely. • We are learning to use different online resources to support our learning such as Top Marks and Sumdog for numeracy. • We are learning to follow simple algorithms (instructions). • We will use our interactive whiteboard to select our lunch choices, practice letter formation and handwriting and to play games to support our learning. • We will continue to remind ourselves how to stay safe online and be aware of the risk to our wellbeing. • Some children will use Clicker software to support and enhance learning.
Science	Our science learning will be linked to our topic 'Energy all Around us'. <u>P1</u> • We are learning to experience the wonder of the sky and recognise the sun, moon and stars. • We are learning to link the sun, moon and stars to daily patterns of life. • We are learning to describe how the Earth's rotation causes day and night. • We are learning to talk about how the pattern of night and day changes over the course of a year. • We are learning to talk about the importance of electricity in our daily lives. • We are learning to group objects by where they get electricity from, such as plugs, batteries or solar power. • We are learning to identify dangers caused by electricity and how to stay safe. • We are learning to show how life in the past was different from today, for example in clothing, homes or electricity use. • We are learning to talk about science stories to help us understand the world around us. • We are learning to recognise science in our everyday experiences. • We are learning to explore how people use science skills in different jobs. <u>P2</u>

	• We are learning to safely observe and record the sun and moon at different times. • We are learning to describe the patterns of movement and changes of the sun and moon over time. • We are learning to describe how the Earth spins on its axis to give us day and night. • We are learning to observe and explain why the moon appears to have different shapes and positions in the sky. • We are learning to explain that the Earth orbits the sun once each year. • We are learning to describe how electricity flows in a continuous loop called a circuit. • We are learning to build simple electrical circuits with bulbs, switches, bells and batteries. • We are learning to combine components in a circuit to make a model or game. • We are learning to compare what life was like in the past with life today. • We are learning to use evidence and experiences to describe how people lived before electricity. • We are learning to discuss science topics in real-life contexts and share our opinions. • We are learning to talk about how people use science in their daily lives. • We are learning to describe a range of jobs that use science knowledge and skills
French	• We are continuing to learn our numbers to 10. Some children may learn their numbers to 20. • We are learning to tell someone our name and ask them their name. • We are learning key Christmas phrases.
Outdoor Education	• We are learning to develop our teamwork, communication and exploration skills through weekly visits to the forest. • We are learning to assess risk and to keep ourselves safe when travelling outdoors. • We are learning to keep ourselves safe when participating in outdoor activities including blindfolded rope challenges and fire building.

Important Class Information:

Everyday Requirements	• Warm and waterproof jacket for outdoor play and learning experiences. • A change of shoes e.g. bring indoor shoes for in class which can be left at school. • A large full water bottle refreshed daily.
P.E. Days	• Friday – please come dressed in PE clothes with school sweatshirt/skirt/trousers in school bag.
P.E. Kit Requirements	• Please see our School Uniform and Kits information copied below.
Outdoor Education Days	• Forest: Thursday morning with P1 – please come to school dressed in outdoor kit with school uniform in bag to change into afterwards. • Where possible, we aim to complete the daily mile every day, so it is important the children's outdoor shoes are suitable for running.
Outdoor Kit Requirements	• Please see our School Uniform and Kits information copied below.
Homework Schedule (P2) Homework Schedule (P1)	• Spelling/Vocabulary/Numeracy/Other - Out Thursday returned Tuesday. Some homework tasks will be posted on Seesaw/sumdog. • Reading – sent out twice a week: Monday due back Wednesday and Wednesday due back Friday. • Please practise sounds at home daily. • Reading – sent out twice a week: Monday due back Wednesday and Wednesday due back Friday. Children will sometimes also come home with common words/ORT stage words to practise. • Other - Out Thursday returned Tuesday. Some homework tasks will be posted on Seesaw. NOTE: Homework folders and entire contents should always live in children's bags except when being used. They are required EVERYDAY in school for various tasks e.g. spelling, reading groups, handing out of important letters, etc.
Class Behaviour Strategies	• Class reward jar (working as a team towards extra play time, film party, etc.) • House points • Class mascot – Martha the Monkey

Adults in Our Class	• Pupil support assistants (PSA's) - Mrs Togi, Mr Spencer, Mrs Dempsey and Mrs Burns • Day out/NCCT - Mrs Smith (Tuesday and Wednesday after breaktime until lunch).
Visits & Visitors & How You Could Help Us	• Do you have any expertise in any of the areas we will be learning about in class this term? If so, it would be great to hear from you! • Parent helpers for forest days are always welcome!
Dates For the Dairy	• Monday 3rd November 2025 – Dental Inspections – P1 & P7. • Monday 10th November 2025 – Anti-Bullying Week. • Friday 14th November 2025 – Inservice Day. • Monday 17th November 2025 – Book Week Scotland. • Wednesday 3rd December 2025 – Byre Theatre performance of 'Aladdin' • Monday 8th December 2025 – P1 & P2 Nativity performance 1:30pm • Tuesday 9th December 2025 – P1 & P2 Nativity performance 9:30am • Wednesday 10th December 2025 - Christmas Fayre - 2:00pm • Thursday 18th December 2025 – P1-4 Christmas Party • Friday 19th December 2025 – Christmas sing-along – 2:15pm • Friday 19th December 2025 – End of term.