

**Kingsbarns Primary School**  
**Primary 1 Learning Letter**  
**Term 3 January – April 2025**

Dear Parent/Carer,

As part of our home/school partnership, we are aware that parents and carers would like to know what their child(ren) are learning in school.

Please find an overview below of the areas they will be looking at this term. 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.

*Miss Birse*

Literacy	Reading	<ul style="list-style-type: none"><li>• I can use knowledge of sounds, letters and patterns to help to read and build words.</li><li>• I can use context clues to support understanding of different texts.</li><li>• I can ask questions and predict what might happen next.</li><li>• I can show that I know most letter sounds and letter names.</li><li>• I can recognise and understand basic use of capital letters.</li><li>• I can read non-phonetic words using knowledge of sight vocabulary.</li><li>• I can understand some Scottish dialect.</li></ul>
	Writing  Text types: Procedure and Information Reports	<ul style="list-style-type: none"><li>• I can use both pictures and words to support my ideas in writing.</li><li>• I can use my sounds to spell words.</li><li>• I can write a simple sentence using punctuation.</li><li>• Some children will write more than one sentence.</li><li>• I can identify and match all upper/lowercase letters.</li><li>• I can form letters neatly on the line.</li><li>• I can draw/write simple instructions.</li><li>• I can create an informative poster.</li></ul>



	<p>shorter, taller, heavier, lighter, more and less.</p> <ul style="list-style-type: none"> <li>• I can estimate, then measure, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.</li> <li>• I can recognise and name all coins.</li> <li>• I can count out amounts to 10 using 1p coins.</li> <li>• I can work out total cost to at least 10p, using a variety of coins.</li> <li>• I am beginning to work out change from 10p.</li> <li>• I know the sequence of the days of the week.</li> <li>• I am aware of the months of the year</li> <li>• I can talk about the seasons.</li> <li>• I have engaged with everyday devices used to measure time.</li> <li>• I can tell 'on the hour' times displayed on analogue and digital clocks.</li> <li>• I can use appropriate language to discuss time using before, after, o'clock, hour hand and minute hand.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• I can share my thoughts and feelings about different music pieces.</li> <li>• I can identify if music is fast, slow, loud or quiet.</li> <li>• I can use my voice to explore sound and rhythm.</li> <li>• I can play musical instruments along to a beat.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• I can experiment with media to create a range of textures within my artwork.</li> <li>• I can be creative and use my imagination to create art.</li> <li>• I can give my opinion on artist's work.</li> </ul>
Topic	<ul style="list-style-type: none"> <li>• I can identify simple features of my local area.</li> </ul>
Scotland	<ul style="list-style-type: none"> <li>• I can draw/make models of local area aspects.</li> <li>• I can draw a simple map.</li> <li>• I can read and follow a simple map.</li> </ul>

Needs/Wants/Rights/Responsibilities	<ul style="list-style-type: none"> <li>• I can respect different cultures and traditions.</li> <li>• I can identify the features of castles.</li> <li>• I can make decisions and take responsibility in my everyday experiences.</li> <li>• I can be considerate of others.</li> <li>• I can identify my needs and wants.</li> <li>• I am aware of my rights as a child.</li> </ul>
Health and Wellbeing  Emotions         Food health	<ul style="list-style-type: none"> <li>• I can identify and express my feelings and am developing the ability to talk about them.</li> <li>• I know I will experience a variety of emotions and they will impact how I feel and behave.</li> <li>• I can develop strategies to manage different emotions and challenges.</li> <li>• I can enjoy eating a diversity of foods in a range of social situations. I can discover where foods come from as I choose, prepare and taste different foods.</li> <li>• I can practise safe food handling and its importance in keeping us healthy.</li> <li>• I can appreciate that people need different foods to stay healthy.</li> </ul>
P.E.  Gymnastics         Scottish Country Dancing	<ul style="list-style-type: none"> <li>• <i>Daily Mile</i></li> <li>• I am developing my movement skills through practice and energetic play.</li> <li>• I can manage my space and make safe choices.</li> <li>• I can hold my balance in different positions.</li> <li>• I can perform rolls.</li> <li>• I can use the moves I have practised to create a short sequence.</li> <li>• I can follow a simple sequence.</li> <li>• I can move to a beat.</li> <li>• I can appreciate different cultures.</li> </ul>
Digital Literacy/Technology	<ul style="list-style-type: none"> <li>• I can log off and on of the computers with support.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify different keys on a keypad.</li> <li>• I can explore the terms 'internet safety' and 'cyber resilience'.</li> <li>• I can explore the ways people communicate using the internet.</li> <li>• I am beginning to identify what information should and should not be shared online.</li> <li>• I am identifying ways to stay safe when exploring, playing and communicating using the internet.</li> </ul>
French	<ul style="list-style-type: none"> <li>• I can say simple greetings in French.</li> <li>• I can say numbers 1-20 in French.</li> <li>• I can respond to the register in French.</li> <li>• I can identify colours in French.</li> <li>• I can share my age in French.</li> <li>• I can begin to identify the weather in French.</li> </ul>
Outdoor Learning	<ul style="list-style-type: none"> <li>• <i>The forest/ beach/community garden.</i></li> <li>• I can be safe and responsible when learning outdoors.</li> <li>• I can listen and follow instructions.</li> <li>• I can work with others.</li> <li>• I can appreciate my local community.</li> <li>• I can be respectful towards nature.</li> <li>• I can begin to make links within areas of learning and see the relevance of being outdoors.</li> </ul>
RME	I am developing respect for others & my understanding of their beliefs and values.
Social Studies  Farm to Fork (link in with Scottish topic/food health)	<ul style="list-style-type: none"> <li>• I can talk about what foods are produced in the local area.</li> <li>• I can talk about the variety of foods produced in Scotland.</li> <li>• I can experiment making and preparing food.</li> </ul>

Adults in our Class:	<b>PSA's:</b> Mrs Matheson and Mrs Cerleschi <b>NCCT:</b> Mrs Meikle (Maths, RME, Social Studies) <b>Writing Support:</b> Mrs Alexander
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### **Important Class Information:**

#### Everyday Requirements

- A change of shoes e.g., bring indoor shoes for in class.
- Large, full water bottle refreshed daily.
- Please ensure names are on all items.
- Snacks are required daily, lunch is provided, if not bring a packed lunch.

#### P.E. Days

- Thursday (may change throughout term)

#### P.E. Kit Requirements

- Outdoor: long dark joggers/leggings/warm jumper/t-shirt or school polo shirt/hoodie/outdoor
- trainers.

#### Outdoor Education Days

- Friday (may change throughout term)

#### Outdoor Kit Requirements

- Warm & waterproof jacket and suitable outdoor shoes/change of clothes and/or waterproof trousers.

#### Homework Schedule

- **P1:** Reading and weekly blends activity to go home every Wednesday to be returned the following Monday.
- **P2/3:** Reading and spelling words to go home every Tuesday to be returned the following Monday.

Dates for the diary:

Wednesday 22<sup>nd</sup> January – Burns Poem competition

Monday 3<sup>rd</sup> February – Fife Festival of Music

Thursday 6<sup>th</sup> February – Scottish Celebration

Wednesday 12 February – Inservice Day

Thursday 13<sup>th</sup>/Friday 14<sup>th</sup> February - half term (school closed)

Wednesday 26 February – Visit to National Galleries, Edinburgh

Monday 10<sup>th</sup>- Friday 16 March – Science week (class activities based around science)

Monday 24<sup>th</sup>/Wednesday 26<sup>th</sup> March – Parents evening

Friday 4<sup>th</sup> April – Last day of term