

**Kingsbarns Primary School**  
**Primary 2/3 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 continue to 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 continue to read non-phonetic words using knowledge of sight vocabulary.</li><li>• I can choose texts that interest me and explain why.</li><li>• I can understand some Scottish dialect.</li><li>• I can identify and sort consonants and vowels.</li><li>• I can identify verbs.</li></ul>
	Writing	<ul style="list-style-type: none"><li>• I can use punctuation in my writing.</li><li>• I can use connectives (and, but, because, so).</li><li>• I can check my writing make sense.</li><li>• I can use my decoding skills to spell unfamiliar words.</li><li>• I can use my knowledge of tricky words to spell them correctly.</li><li>• I can start my sentences with a variety of openers.</li><li>• I can identify and use commas in writing.</li><li>• I can make notes to plan my ideas for writing.</li></ul>

	Text types: Procedure and Information Reports	<ul style="list-style-type: none"> <li>• I can use verbs in writing</li> <li>• I can identify, compare and use nouns/proper nouns/pronouns in my writing.</li> <li>• I can use verbs in my writing</li> <li>• I can write simple instructions.</li> <li>• I can create an informative poster.</li> <li>• I can write an information report.</li> </ul>
	Listening and Talking	<ul style="list-style-type: none"> <li>• I can ask and answer relevant questions to support my learning.</li> <li>• I can choose texts I like independently and explain why.</li> <li>• I can turns, knowing when to talk and when to listen.</li> <li>• I can use appropriate body language when listening/talking with peers.</li> <li>• I can make notes of what I have listened to.</li> </ul>
Numeracy		<ul style="list-style-type: none"> <li>• I can find doubles and halves within 100.</li> <li>• Some children will be working with numbers within 1000.</li> <li>• I can use doubles to find near doubles within 100.</li> <li>• I can recall all addition facts within 10.</li> <li>• I can recall all subtraction facts within 10.</li> <li>• I can recall multiples of 10 facts that add to 100.</li> <li>• I can use mental maths strategies to solve problems.</li> <li>• I can solve simple addition/subtract problems within 100 using different strategies.</li> <li>• Some children will solve addition/subtraction problems within 100 and beyond.</li> <li>• I can use concrete materials to represent addition/subtraction problems.</li> <li>• Some children will use symbols to represent addition/subtraction problems.</li> </ul>

Maths:  
Measurement  
Money  
Time

- I can add/subtract multiples of 10 from numbers within 100/1000.
- Some children will add/subtract 10's and 1's by using a split strategy.
- I can use my knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.
- I can make accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.
- I can record measurements of length, height, mass and capacity to the nearest standard unit, for example centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).
- I can co I can read a variety of scales on measuring devices including those with simple fractions, for example,  $\frac{1}{2}$  litre.
- Uses square grids to estimate then measure the areas of a variety of simple 2D shapes to the nearest half square.
- Creates shapes with a given area to the nearest half square using square tiles or grids.
- I can order coins from the least in value to the most.
- I can use 1p, 2p, 5p, 10p and 20p coins to pay for items up to 50p.
- I can work out change up to 20p
- I can make use of mental strategies to find the total cost of items up to £1.
- I can make use of mental strategies to calculate change up to £1.
- I can use different combinations of coins and notes, up to at least £10, to make the same amounts of money.
- I can tell the time using half past and quarter past using analogue and digital clocks
- I can use a variety of timers to understand the length of a minute
- I am beginning to sequence the months of the year

	<ul style="list-style-type: none"> <li>• I can tell the time using quarter to on analogue clocks</li> <li>• I can calculate durations in whole hours</li> <li>• I can read a simple 12hr timetable</li> <li>• I can record 12-hour time in am and pm</li> <li>• I can sequence the months of the year and am beginning to state the number of days in each month</li> <li>• I know there are 24 hours in a day, 60 minutes in an hour and 60 secs in a minute.</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 listen to others' opinions about music.</li> <li>• I can identify the tempo of pieces of music.</li> <li>• I can follow a group leader using rhythm, instruments and a beat.</li> <li>• I can suggest what could be improved in my own/others work.</li> <li>• I can use my voice and instruments to enhance a song.</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 create and appreciate art.</li> <li>• I can investigate Scottish artwork.</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> <li>• I can draw features of local landscapes.</li> <li>• I can describe ways the local land is used.</li> <li>• I can read a simple map.</li> <li>• I can create and follow a simple map.</li> <li>• I can create/use a map key.</li> <li>• I can respect different cultures and traditions.</li> <li>• I can identify and label the features of Scottish castles.</li> </ul>
Scotland	
Needs/Wants/Rights/Responsibilities	<ul style="list-style-type: none"> <li>• I can identify a reliable and unreliable source of evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify and discuss my needs and wants, using examples from my own experiences.</li> <li>• I can make an informed decision on an issue having listened to others.</li> <li>• I can name 2 local organisations in the community and describe what they do.</li> <li>• I am aware of my rights as I child.</li> </ul>
<p>Health and Wellbeing</p> <p>Emotions</p> <p>Food Health</p>	<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 investigate a range of foods and discuss how they contribute to a balanced diet.</li> <li>• I am beginning to understand that nutritional needs change at different stages of life.</li> <li>• I can experience a sense of enjoyment when preparing simple healthy foods and drinks.</li> <li>• I can try and taste new foods and give my opinion on the taste.</li> <li>• I can practise safe food handling and its importance in keeping us healthy.</li> </ul>
<p>P.E.</p> <p>Gymnastics</p>	<ul style="list-style-type: none"> <li>• <i>Daily Mile</i></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 control my body, holding still in different positions and stretches.</li> <li>• I can follow a sequence of movement patterns.</li> <li>• I can create my own sequence of movement patterns within a group.</li> <li>• I can follow and understand safety procedures within gymnastics.</li> </ul>

Scottish Country Dancing	<ul style="list-style-type: none"> <li>• I can follow a sequence to Scottish music.</li> <li>• I can move to a beat.</li> <li>• I can work with a partner and a small group.</li> <li>• I can count and move in counts of 8.</li> <li>• I can appreciate different cultures and their music.</li> </ul>
Digital Literacy/Technology	<ul style="list-style-type: none"> <li>• I can log off and on of the computers independently.</li> <li>• I can practise finding keys to improve my typing fluency.</li> <li>• I can use 'Microsoft Word' to type sentences.</li> <li>• I can find and search for information on 'Google'</li> <li>• I can check the reliability of sources online.</li> <li>• I can save my work online.</li> <li>• I can explore the terms 'cyber resilience' and 'internet safety'.</li> <li>• I can identify the benefits potential risks of being online.</li> <li>• I know my rights and responsibilities as a digital citizen.</li> <li>• I can design and create a digital character for our school digital charter.</li> <li>•</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>• Some children will explore numbers to 100.</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 discuss the weather in French.</li> </ul>
Outdoor Learning (links to Scottish topic)	<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> </ul>

	<ul style="list-style-type: none"> <li>I can begin to make links within areas of learning and see the relevance of being outdoors.</li> </ul>
RME	<ul style="list-style-type: none"> <li>Through exploring stories from world religions, I can describe some of their key beliefs.</li> </ul>
Social Studies  Farm to fork (links 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 identify at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral.</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

### **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 – Scottish 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