

**Kingsbarns Primary School Primary 2/3 Learning Letter**  
**Term 1 August – October 2025/2026**

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>• This term we will be engaging with a range of fiction and non-fiction books related to our topic, 'People Who Help Us'.</li><li>• I can continue to practise phonics, recap and consolidate sounds and digraphs.</li><li>• I can use decoding strategies to read.</li><li>• I can read, recognise, and spell some common words and keywords from my reading books.</li><li>• I can acknowledge punctuation and grammar when I read.</li><li>• I can read aloud to a small group.</li><li>• I can read for pleasure and enjoyment.</li><li>• I can identify and differentiate true or false statements.</li><li>• I can find information in a text to learn new things.</li></ul>
	Writing	<ul style="list-style-type: none"><li>• I can write for a range of purposes and audiences.</li><li>• I can identify and use adjectives in our writing to make it more interesting.</li><li>• Some of us will use a plan to help us organise our ideas and write in detail.</li><li>• I can use phonetic strategies to attempt to spell new words.</li><li>• I can correctly punctuate sentences using capital letters and full stops throughout our writing. Some of us will use commas and exclamation marks where appropriate.</li></ul>

		<ul style="list-style-type: none"> <li>• I can use conjunctions in sentences</li> <li>• Some children will explore using interesting sentence openers which make sense.</li> <li>• Some children will begin writing in paragraphs.</li> <li>• I can neatly present my writing i.e., writing on the line.</li> <li>• I can form most letters correctly.</li> <li>• Some children will begin to join letters.</li> </ul>
	Listening and Talking	<ul style="list-style-type: none"> <li>• I can ask and respond to different types of questions to show my understanding of books I have engaged with.</li> <li>• I can participate in question and answer sessions with local visitors.</li> <li>• I can identify the purpose main idea of different texts.</li> <li>• I can participate in partner and group discussions.</li> <li>• I can take turns, listen to others, and contribute at appropriate times.</li> <li>• We are learning to show appropriate body language when listening and talking.</li> </ul>
Numeracy/Mental Maths		<ul style="list-style-type: none"> <li>• I can recognise the value of each digit and to explain the link between its place and value. Some children will be introduced to this using 10's and 's, and some children will work within 100's and 1000's.</li> <li>• I can order and sequence numbers. Some children will be working with numbers within 100 and some children will work within numbers to 1000. Some children will also cross decades.</li> <li>• I can count in 2's, 5's and 10's (both forward and backwards).</li> <li>• I can identify and say all numbers within 100. Some children will identify numbers within 1000.</li> <li>• I can identify missing numbers in a number sequence within 100. Some children will work with numbers beyond.</li> <li>• I can describe whether a number is closer to 0, 10, or 20.</li> </ul>

<p>Maths (with Mrs Griffin)</p>	<ul style="list-style-type: none"> <li>• I can estimate then count large groups by 2's, 5's or 10's.</li> <li>• I can round numbers to the nearest 10 or 100 when estimating.</li> </ul> <ul style="list-style-type: none"> <li>• I can recognise and name 2D shapes.</li> <li>• I can recognise and name 3D shapes.</li> <li>• I can identify the properties of different shapes.</li> <li>• I can discuss what is present, but cannot be seen on 3D shapes.</li> <li>• I can identify prisms and pyramids</li> <li>• I can match 2D and 3D shapes to drawings and diagrams.</li> <li>• I can use multiple identical shapes to decide if it will tile without gaps.</li> </ul>
<p>Expressive Arts (Art/Drama)</p>	<ul style="list-style-type: none"> <li>• I can explore a range of media to create topic inspired art.</li> <li>• I am developing my vocabulary to describe texture.</li> <li>• I can confidently share artwork with the class.</li> <li>• I can explain my thought process/choices.</li> <li>• I can solve at least 1 design problem showing evidence of planning.</li> <li>• I can design and create a simple item to be worn on the head/body.</li> </ul> <ul style="list-style-type: none"> <li>• Through drama, I can convey what characters may do, say or feel (vet, firefighter etc.)</li> <li>• I can communicate feelings through aspects of voice (volume, expression).</li> <li>• I can communicate feelings through body language (gestures, actions).</li> </ul>
<p>Social Studies (People Who Help Us)</p>	<ul style="list-style-type: none"> <li>• I can identify people who help us in our local community.</li> <li>• I can explain the different ways that they help us and understand their importance in society.</li> <li>• I can use topic vocabulary in correct context during play and learning.</li> <li>• I can name 2 local organisations who provide for need in the local community and describe what they do.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify and label equipment used by those in helping roles.</li> </ul>
Health and Wellbeing (including P.E.)	<ul style="list-style-type: none"> <li>• I can listen and follow instructions in gym.</li> <li>• I can play games as part of a team.</li> <li>• I can respond to winning and losing appropriately.</li> <li>• I can take part in the daily mile</li> <li>• We are learning to control a ball.</li> <li>• We are learning about the importance of following our whole school values (Kindness, Respect, Perseverance and Inclusion) through assemblies.</li> <li>• Through the creation of 'Our Class Charter' we are learning about our rights and how these can help us to understand friendships, personal space and safety in and outside of school.</li> <li>• We are learning about personal hygiene and how to keep ourselves and others safe.</li> </ul>
Digital Literacy/Technology	<ul style="list-style-type: none"> <li>• I can log into the computer and netbooks independently.</li> <li>• I can use digital devices with appropriate care.</li> <li>• I can access and use websites and software to support my learning.</li> <li>• I can strengthen my keyboard fluency.</li> <li>• I can identify what some keys are used for.</li> </ul>
RME  (Mrs Griffin)	<ul style="list-style-type: none"> <li>• We are learning about world religions by exploring different religious stories. We can describe some key beliefs.</li> <li>• I can understand the importance of celebrations and customs for people who have a religion.</li> <li>• We are learning about values; such as caring, sharing, fairness and equality and how these play a role in religion.</li> </ul>
French	<ul style="list-style-type: none"> <li>• I can broaden my knowledge of greetings in French.</li> <li>• I can introduce myself in French (name and age)</li> </ul>

	<ul style="list-style-type: none"> <li>• I can ask simple questions in French (how are you? / how old are you?)</li> <li>• I can consolidate my learning of French numbers and colours.</li> <li>• I can recognise and respond to classroom instructions (register, lunches)</li> </ul>
Outdoor Learning	<ul style="list-style-type: none"> <li>• I can develop my teamwork, communication and exploration skills through weekly visits to the forest, community garden and beach.</li> <li>• I can listen and follow instruction to keep safe when learning outdoors.</li> <li>• I can acknowledge and understand the META skills I am exploring in aspects of learning.</li> </ul> <p>Our Outdoor time is often naturally linked to current areas of learning to enhance understanding and enjoyment.</p>
META Skills	<p>This term will be working together across all stages and both classes, to strengthen our META skills. Our skill focus for this term is 'collaborating'.</p>

### 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. Day

- Tuesday and Friday afternoon.
- Long dark joggers/leggings/warm jumper/t-shirt or school polo shirt/hoodie/outdoor trainers to be worn.

#### Outdoor Learning Day

- Outdoor learning – Thursday afternoon

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

#### Homework Schedule (p2/3)

- Reading and Spelling – taken home every Wednesday to be returned for the following Monday.

#### Class Behaviour Strategies

- Positive note home, recognition board, house points, 'smelly stamps', stickers

#### Adults in Our Class

- PSA – Miss Finlayson and Mrs Mathieson
- NCCT – Mrs Griffin

#### Visits & Visitors & How You Could Help Us

- If you would like to come along as a parent helper on a Thursday afternoon for outdoor learning, please send me a message on Seesaw.

#### Dates For The Diary

- Building Resilience homework due- Tuesday 23rd September
- Flu immunisations- Wednesday 24th September
- Cambo Cup- Friday 26th September
- Parent's nights- Parent's nights- Monday 29th September/ Wednesday 8th October
- Whole school 'Make a Difference' beach clean- Thursday 9th October
- End of Term Celebration- Friday 10th October. 1.45-2.45pm, Kingsbarns Memorial Hall. We'd love you to join us to share some singing and reflection on our learning from the term.
- Friday 10th October- last day of term