

Kingsbarns Primary School Primary 2/3 Learning Letter
Term 3 January– April 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">• This term we will be engaging with a range of fiction and non-fiction books related to our topic, 'The Romans'.• I can decode unknown words by using familiar spelling patterns and blends.• I can read, recognise, and spell most common words and keywords from my reading books.• I can acknowledge punctuation when I am reading.• I can begin reading with increasing fluency.• I can ask questions to make sense of a text.• I can talk about what I have read. <p>I can identify and find specific information and contents page.</p>
	Writing (Information Report)	<ul style="list-style-type: none">• I can write for a range of purposes and audiences.• I can write a newspaper report.• My writing presents information about someone or something.• I can include a title in my writing• I can include an introduction or opening statement about the subject.• I can summarise information in a conclusion.• I can include facts supported by drawings.• I can use interesting topic vocabulary in my writing. <ul style="list-style-type: none">• I can use phonetic strategies to attempt to spell new words.• I can correctly punctuate sentences using capital letters and full stops throughout our

		<p>writing. Some of us will use commas and exclamation marks where appropriate.</p> <ul style="list-style-type: none"> • I can use conjunctions in sentences • Some children will explore using interesting sentence openers which make sense. • Some children will write in paragraphs. • I can neatly present my writing i.e., writing on the line. • I can form almost all letters correctly.
	Listening and Talking	<ul style="list-style-type: none"> • I can ask and respond to different types of questions to show my understanding of books I have engaged with. • I can learn and recite a Scots poem. • I can use spoken texts for specific purposes. • I can listen to others appropriately during group and partner reading sessions. • I can talk loud and clear for my audience to hear. • I can engage my audience when performing. • I can take turns, listen to others, and contribute at appropriate times.
	Numeracy/Mental Maths	<ul style="list-style-type: none"> • I can find doubles and halves within 100. • Some children will be working with numbers within 1000. • I can use doubles to find near doubles within 100. • I can recall all addition facts within 10. • I can recall all subtraction facts within 10. • I can recall multiples of 10 facts that add to 100. • I can use mental maths strategies to solve problems. • I can solve simple addition/subtract problems within 100 using different strategies. • Some children will solve addition/subtraction problems within 100 and beyond. • I can use concrete materials to represent addition/subtraction problems. • Some children will use symbols to represent addition/subtraction problems. • 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 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.
	Maths (with Mrs Griffin)	

(Money/Time)	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 • I can tell the time using quarter to on analogue clocks • I can calculate durations in whole hours • I can read a simple 12hr timetable • I can record 12-hour time in am and pm • I can sequence the months of the year and am beginning to state the number of days in each month • I know there are 24 hours in a day, 60 minutes in an hour and 60 secs in a minute.
Expressive Arts (Art/Dance)	<ul style="list-style-type: none"> • I can explore a range of media to create topic inspired art and crafts. • I can create and present work inspired by historical themes. • I can use pattern and colour to create mosaics. • I can plan for and create models/a sculpture. • I can listen and follow instructions. • I can follow a simple routine/beat. • I can count in 8's. • I can work with a partner and a small group. • I can move my body safely and appropriately. • I can move in time with the music. • I can appreciate music from different genres and cultures. • I can give and receive constructive feedback.
History (The Romans)	<ul style="list-style-type: none"> • I can explain who the Romans were and why they are an important part of history. • I can identify differences between roman times and today. • I can label parts of Roman clothing and armour and talk about their meaning/use.

	<ul style="list-style-type: none"> • I can recognise some things the Romans used and built, like roads, armour, forts and baths. • I can be inspired by roman architecture when designing models. • I can locate places on a map.
Health and Wellbeing (including P.E.)	<ul style="list-style-type: none"> • I can listen and follow instructions in gym. • I can take part in the daily mile. • I can manage my space and make safe choices. • I can hold my balance in different positions. • I can perform rolls. • I can control my body, holding still in different positions and stretches. • I can follow a sequence of movement patterns. • I can name and demonstrate different jumps • I can create my own sequence of movement patterns within a group. • I can follow and understand safety procedures within gymnastics. • I can explain and demonstrate how to cross the road safely. • I can identify safe and unsafe choices near roads. • I can identify safe and unsafe choices in the car. • I know how to keep myself and others safe at the side of the road. • I can identify who can help me cross the road. • I can recognise some road signs.
Digital Literacy/Technology	<ul style="list-style-type: none"> • I can log into the computer and netbooks independently. • I can access and use websites and software to support my learning. • I can use the internet to search for information. • I can make safe and smart searches. • I am aware of reliable and non-reliable websites. • I can use kiddle.co (child-friendly search engine) to ensure the information I find is reliable. • I can use Microsoft word and PowerPoint to showcase my learning.
RME (Mrs Griffin)	<ul style="list-style-type: none"> • I can learn about celebrations in different world religions. • I can talk about Easter, Eid, Diwali, and Hanukkah and their special traditions. • I can explain why these celebrations are important to people and communities.
French	<ul style="list-style-type: none"> • I can broaden my knowledge of greetings in French.

	<ul style="list-style-type: none"> • I can consolidate my learning of French numbers and colours. • I can recognise and respond to classroom instructions (register, lunches) • I can name and label classroom items In French.
Outdoor Learning	<ul style="list-style-type: none"> • I can develop my teamwork, communication and exploration skills through weekly visits to the forest, community garden and beach. • I can listen and follow instruction to keep safe when learning outdoors. • I can acknowledge and understand the META skills I am exploring in aspects of learning. <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 'sense making'.</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

- Wednesday 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
- 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

- Burns Poetry Competition- Thursday 22nd January
- Scottish Celebration PM - Thursday 5th February
- Building Resilience Assembly homework – Tuesday 10th February
- Inservice day – Wednesday 11th February
- Half term school holidays – 12th 13th February
- P1-3 Roman's workshop in Kingsbarns Village hall – Wednesday 18th February
- World Book Day – Thursday 5th March
- P1 and P7 dental checks- Thursday 19th March
- Parents night – Monday 23rd, Wednesday 25th March
- Last day of term – Thursday 4th April
- Easter holidays start – Friday 5th April