



Langcraig Primary School

Parents' Curriculum Information Sheet

2024/2025

Term 3

Class Teacher: Mrs Dickson.

Class: Primary 2.

Dear Parent,

Below is an outline of what your child will be learning about this term. There are eight main curricular areas and due to the flexible nature of Curriculum for Excellence, some areas may just be touched upon or may not be covered at all during a particular term. Therefore, do not be concerned if there is little or no information for a particular curricular area below. Be assured, that over the course of the school year, pupils will cover the requisite range of skills and experiences and outcomes appropriate to their particular stage.

NUMERACY

- Complete information handling using tally marks to record information and locate answers through a pictorial representation.
- Recognise symmetrical shapes by folding and using a mirror for reflection.
- Learn what a right angle is and identify them in the environment. Compare other angles that are bigger or smaller and use these to describe journeys for direction and turning.
- Recognise volume and become familiar with language.
- Use scales to work out the weight of different objects.
- Use different objects to measure length and identify longer and shorter.
- Continue to work with patterns of number up to 100.
- Revisit all number bonds to 20 with addition and subtraction calculations.

LANGUAGE

- We are now all becoming quite proficient at using the school spelling scheme and this will continue for our last term. Spelling patterns covered are: nd, nk, sl, pl, fl, cr, dr, fr, gr, pr, tr, st, sp, all, ing, ed and magic e words.
- We will continue to develop our vocabulary through the school reading scheme. Also continue to practise wordwalls and reading different material.
- In Talk for Writing children are still being encouraged to use the format taught in the last two terms, which they are still developing for their free writing. They are being encouraged to follow this format, introduce a character with a name, a problem and then a solution in a four-part story. They are also being encouraged to use three descriptive words. (The Power of 3!) For example, 'One hot, moist, misty day Sleepy the brown and white, razor-sharp clawed sloth woke up from his tall, leafy, green tree because the Boa-constrictor snake below was hissing and slithering along the understory leaves.' This is an example of an introduction, where the sloth has a problem.

This is the first part. Children must develop how he is going to solve the issue and what the happy outcome could be using the sentence openers:

Unfortunately....

- Next....
- After that....
- Finally.

Some writing will be factual based on our STEM social studies topic about fairy stories and nursery rhymes where children will be looking for solutions on how to change the outcome of the stories. For example, What could Humpty Dumpty have had? Possibly a parachute what would be what outcome? How can we design a parachute, what would work with the weight of an egg in order for it to not break? What height could this be from? Other writing will be fictional in order to change the format of a given fairytale.

SOCIAL STUDIES

As this is a busy term with health week, citizenship groups, sports afternoon and other different activities we have decided to focus on a STEM (Science, Technology, Engineering and Mathematics) project about changing the outcomes of certain nursery rhymes or fairytales. This will involve the children designing different structures and models to improve the outcome. We will again be working with Primary 2/3.

Chosen ones are:

- Create a parachute for Humpty Dumpty to safely fall from the wall.
- Create a device to help Rapunzel escape from her tower.
- Build a carriage to help Cinderella get to the ball.
- Engineer house for the Three Little Pigs, preventing the wolf from being able to blow them down.
- Build a beanstalk than can hold the Giant's castle.
- Create a bridge for the Three Billy Goats Gruff.

HEALTH AND WELLBEING will be covered by Mrs Burns.

- Continue to practise healthy ways of dealing with emotions in PATHS.
- Relationships and sexual health.
- CEOPS; which is internet safety.

EXPRESSIVE ARTS

Art activities will be based on seasonal activities around the uniqueness of animals and plants pattern and texture. With regards to the butterflies. Everything is unique! We will work in collaborative groups to create our own designs for problem solving activities and use these discussions and designs to write up scientific reports.

TECHNOLOGY

- Cutting and sticking activities.
- Using the mouse (point and click) and become more familiar with the keyboard through word processing activities.
- Use the drawing and painting program on the computer to create our problem solving designs.

SCIENCE

- Children will be learning about how we can fight against the spread of germs with basic good hygiene practices like washing our hands with soap and water and covering our mouths when we cough or sneeze. We will be learning a wonderful little song to reinforce this.
- Growing our own little cress seeds and hopefully sunflowers. I will be looking for children to bring in an empty yoghurt pot for the growing of sunflowers and the lid off a small butter container or something similar so we can plant cress seeds please. We are also looking to have butterflies in the classroom, so we can look at different life cycles.
- Social Studies is very much a science related topic, so lots of critical thinking, innovation and enquiry will be taught through familiar stories as mentioned above. Hopefully all children will enjoy the challenges of this topic and benefit from the problem-solving activities.

HAPPY END OF TERM:

I have loved teaching your children. They are delightful and thank you for a lovely year. Have a wonderful summer and a good Primary 3.