



### Rowan Class Summer Term Newsletter 2026

We have reached the last term in Rowan Class. The time it seems to have flown by! The EYFS Team are so very proud of how far the children have come since September, in all aspects of their learning, and particularly in the steps they have made to become more independent. During this term, we know the children will continue to progress in their independence and this is great preparation for when the time comes to become Class 1. Over the term, we will be helping children with the important transition into Class 1. The children will be spending some time in Class 1 over the term to help to familiarise them all with their new surroundings. The children will also have the opportunity near the end of term to spend time with their new teacher.

The Summer Term is a very exciting one for us as it is the time for our annual trip. We are very much looking forward to our trip to Hogshaw Farm on 21st April. During this term the children will take part in the Early Years Sports Day and also conduct their first class collective worship to the rest of the school and parents. There is lots of excitement to look forward to.

For the first half term our learning will be based around the topic of 'growing'. We will be reading 'Jack and the Beanstalk' and similar stories and also planting our own beans and plants. If anyone has any seeds, pots or soil they can donate we would be grateful. Also if there are any green fingered parents out there who would like to share their knowledge with the class you would be very welcome to come in. We will be reading 'Handa's Surprise' and look at different kinds of fruit. As we are hoping to be in the outside area even more this term, it is essential that your child is ready for the weather. On hot days, they should always bring a hat and applying sun cream before they come to school is advisable. We would also request they have a coat at school for those unexpected rain showers. A light water proof will be fine for this purpose.

We would like to encourage you to inform us of anything that your child does at home that is significant in all aspects of their learning, particularly if it is something that they may not do at school. This may include progress in any clubs that they attend, something that they have learnt to do independently, visits to interesting places or any maths or literacy that they do independently at home. If you let us know about it via Tapestry we can use them to help inform our judgments.





PE will remain on Tuesdays. Please ensure they have their PE kit. We plan to go outside for PE lessons more, unless it is wet so you may wish to put tracksuit trousers/jumper into your child's P.E kit. Be aware that they can grow out of their trainers very quickly and may forget to tell you! There is no need to have plimsolls. Just a reminder that earrings cannot be worn during P.E lessons and will need to be removed before school. Only plain studs are allowed in school on non PE days. Library is on Thursday afternoon. Please make sure that your child brings in their library books on this day regardless of whether or not they have been read, since they need to be checked on the system. They can be reissued if you wish to keep them longer than a week. Please make sure you are hearing your child read their school reading book three times a week to build their fluency. You can follow the ideas in the back of the book to support each read. Make sure you tick off on their bookmark each time you hear them and leave the books in the bookbags every day, as we will have reading helpers for extra reading in the school.

A huge thank you to all the kind people who have contributed by donating any resources to the class. Schools budgets have been squeezed leaving little money for consumables. We are running very low on many items. It is very much appreciated. Here is a wishlist if you wish to donate anything: corn flour, salt, flour, cream of tartar, Sellotape, old wrapping paper, fabric, wool or any craft materials such as lolly sticks, match sticks, (not matches) feathers, pompoms, googly eyes, pipe cleaners, paper plates, coloured card and paper. Thank you so much in advance!!

The children loved having their parents come in to read stories. We will put up a sign up sheet by the entry door for a Monday just before pick up if any of you would like to volunteer.

Below we have outlined what the children will be learning in all aspects of the EYFS this term. If there is anything you wish to discuss, or you have any questions or worries please do not hesitate to come in and talk to us. Many thanks,

The Foundation Team





Prime Areas of Learning		
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>I can listen attentively to stories of varying lengths in a range of situations.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>I can learn new vocabulary.</li> <li>I can listen to and discuss non-fiction texts.</li> </ul> <p><b>Speech and Language</b></p> <ul style="list-style-type: none"> <li>I can articulate ideas and thoughts in well-formed sentences.</li> <li>I can connect one idea or action to another using a range of connectives including because.</li> <li>I can describe events in some detail.</li> </ul> <p><b>Questions and Instructions</b></p> <ul style="list-style-type: none"> <li>I can follow instructions with multiple steps.</li> </ul> <p><b>Social Talk</b></p>	<p><b>Communication and Language</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>I can listen attentively to stories of varying lengths in a range of situations.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>I can learn new vocabulary.</li> <li>I can listen to and discuss non-fiction texts.</li> </ul> <p><b>Speech and Language</b></p> <ul style="list-style-type: none"> <li>I can articulate ideas and thoughts in well-formed sentences.</li> <li>I can connect one idea or action to another using a range of connectives including because.</li> <li>I can describe events in some detail.</li> </ul> <p><b>Questions and Instructions</b></p> <ul style="list-style-type: none"> <li>I can follow instructions with multiple steps.</li> </ul> <p><b>Social Talk</b></p> <ul style="list-style-type: none"> <li>I can develop social phrases for making polite requests.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Ball Games</b></p> <ul style="list-style-type: none"> <li>I can throw and catch balls.</li> <li>I can kick a ball with some accuracy.</li> </ul> <p><b>Gross Motor Strength, Movement and Control</b></p> <ul style="list-style-type: none"> <li>I can move their hands and fingers without moving their shoulders. (upper arm strength.)</li> <li>I can rotate lower wrists independently. (upper arm strength.)</li> </ul> <p><b>Fine Motor Tools</b></p> <ul style="list-style-type: none"> <li>I can cut a range of big shapes with scissors.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can start I can develop the basis accurate and effective handwriting.</li> </ul> <p><b>Independence and Health</b></p> <ul style="list-style-type: none"> <li>I can dress and undress independently.</li> <li>I can understand how to keep healthy.</li> </ul>





<ul style="list-style-type: none"> <li>I can develop social phrases for making polite requests.</li> </ul>		
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Specific Areas of Learning			
<p><b>Literacy</b></p> <p>Phonics Revision/Phase 4</p> <p>Class Reading, Guided Reading and Individual Reading</p> <ul style="list-style-type: none"> <li>I can listen to stories with enjoyment.</li> <li>I can retell a story.</li> <li>I can identify the main characters.</li> <li>I can predict what might happen next in a story.</li> <li>I can say what I like and do not like in stories giving reasons for my answers.</li> <li>I can read simple sentences that match my current phonic ability.</li> </ul>	<p><b>Mathematics</b></p> <p>To 20 and Beyond Building numbers beyond 20 Counting Patterns Beyond 10 Spatial Reasoning</p> <p>First, Now, Then Adding More Take Away Spatial Reasoning</p>	<p><b>Understanding the World</b></p> <p>Plants</p> <ul style="list-style-type: none"> <li>I know how to care for growing plants.</li> <li>I know about the life cycle of a plant</li> <li>I know about growth, decay and changes over time</li> <li>I know some similarities and differences in relation to living things.</li> </ul> <p>Maps</p> <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> <li>I know how to use and draw information from a simple map</li> <li>I know how to make simple maps of imaginary communities</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p>Mark-making and drawing</p> <ul style="list-style-type: none"> <li>I can return to and build on my previous learning, refining ideas and developing my ability to represent them - ICT</li> </ul> <p>Design: Developing, Planning and Communicating Ideas</p> <ul style="list-style-type: none"> <li>I can make a model collaboratively sharing resources and skills.</li> <li>I can assess the usefulness of materials according to their characteristics.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>I can join using a L Brace</li> </ul> <p>Evaluating</p>





<p>Writing</p> <ul style="list-style-type: none"><li>• I write words matching their current phonetic knowledge.</li><li>• I write simple sentences that can be read by someone else.</li></ul>		<p>using a variety of construction resources.</p>	<ul style="list-style-type: none"><li>• I can return to a previous piece of work refining and developing ideas and ability to represent them.</li></ul>
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