



Rowan Class Autumn Term 1 2026



Welcome to the new school year at Weston Turville CE School. Some of you will be new to the school, so this letter is just to put you in the picture.

Class Teachers in all year groups compile a newsletter like this one so that you have some idea what your children will be learning at school each term. Hopefully, it serves as a useful resource to you as your child moves through the school. You will also receive weekly school notes. Please check this as it will have upcoming dates for your diary or things you need to provide for your child.

We choose various topics to use as a tool for delivering the objectives from the EYFS curriculum. This term we will spend at least three weeks settling children into their new environment and ensure they feel comfortable and safe to learn. We will link this settling in period to our topic of ourselves and our village. As part of this topic we will be looking at the stories "Colour Monster," "Owl Babies" and "Supertato". Also, as part of their settling in we will use some of the children's interests to develop activities. Please ensure your child has their Special Box to share, we can't wait to see them! We may keep them in school for a couple of weeks to ensure we have spent time with each child. We will also be celebrating harvest in our class this term.

We like to plan our activities relating to children's experiences and interests so that the children feel in control, so some of the topics might be changing slightly. Please encourage your children to tell us of any special interests or experiences they have had out of school to build a week of learning around.

Also, find below the Rowan Class Timetable. This is just so that you have a guide of what your child may be doing on particular days throughout the week. We also hope it will be a reminder of when PE kits or any other equipment or resources might be needed. We do not adhere to this timetable rigidly, it is more of a guide, as we like to be flexible in our teaching and take opportunities for learning as they arise. Children will not be following this timetable in full straight away, as we like to take things a step at a time. The sessions in the library will hopefully start after half term when the children will be settled. PE will be on Thursday morning when we go full time and we will also be doing short Bikeability sessions with balance bikes.

The children have been fantastic coming in so far for our visits. We would just like to remind parents to stay outside the main gate till 8:40. The gate will be open for the Acorn class but often we are still setting up the outside area for the day. You will be welcomed at the classroom door at 8.40. When the cloakroom becomes very full of parents on the first few mornings, it can become particularly crowded and overwhelming for the children. We would like to take the lead of other Reception classes in the area and ask parents politely to drop their children at the door. We have several members of staff on duty to help the children find their peg and settle.

Please can we also remind parents we ask that chocolate or products containing nuts are not put in the children's lunch boxes. (If your child is not having a hot school dinner) It would also make a huge difference if you check lunch boxes and water bottles are clearly named as it helps us return them to the correct child if they become lost.

The nature of the work done in Foundation is very reliant on consumable materials. Sadly the budget does not always cover our needs and we do like to make their learning as fun and as interesting as

possible. Should you be in the supermarket and you would like to support the school by buying some resources, we would be very grateful. We will let you know what we are running low on. Plain flour, cream of tartar and salt are greatly appreciated as we will be frequently making new playdough. Pom poms, pipe cleaners, googly eyes and lollipop sticks are also very popular when the children model make so we always like them being given to us.

We love to cook with the children because it offers great mathematical opportunities (counting, measuring, number recognition), communication and language, science (looking at materials changing form), healthy eating, sharing and so much more. We will occasionally ask for various ingredients during the year. This has worked well, thanks to the generosity of previous parents. Thank you in advance for this.

Once you have logged on to Tapestry, you will receive occasional messages, photos and notifications for your child. Whilst it isn't possible to report on each child every day we will do our best to update you on your child's achievements as often as possible. If you have trouble getting started, please ask.

If you haven't yet returned your 'All about me' document please return it as soon as possible as it really helps us to get to know your children very quickly in the early days.

Mrs Gelly will be in the class on Mondays, part of Tuesdays and all day Wednesdays. Miss Pedrick will be on site daily but will be in the class for part of Tuesdays, Thursdays and Fridays. We are joined by our wonderful assistants, Mrs Davies and Mrs Kemp. When your child begins school it can be a very exciting but anxious time for the children and the parents. We are here to help, so if there is anything at all you wish to discuss, please do not hesitate to ask.

Rowan class team

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening - I can use 'give me five' listening. (Appropriate adaptation for children with needs) Vocabulary - I can learn new vocabulary. - I can listen to and discuss non-fiction texts. Speech and Language - I can articulate ideas in sentences. - I can connect one ideas using and Questions and Instructions - I can ask questions to find out more or check my understanding of what has been said to me. Social Talk - I can develop social phrases connected with good manners.	Confidence and Emotions - I can value myself as an individual. - I can express my feelings in an appropriate manner. Relationships - I can listen and respond respectfully to peers and adults. - I can play with friends by sharing and taking turns. Rules and Responsibility - I can follow the classroom rules. - I can tidy up after myself. - I can manage basic needs. PSHE Scheme What makes me and my friends special? - I know what activities I like to take part in - I know what makes me special and how everyone likes and dislikes different things. - I know how everyone looks unique but share some common features. - I use the correct names for simple body parts. - I understand some parts of our body are private.	PE Session Multi Skills - I can kick a ball with some accuracy. - I can crawl, roll, jump, run, hop and skip with increasing control Gross Motor Strength, Movement and Control - I can be out of breath at least once a day. - I can develop core strength. - I can increase confidence climbing with alternate feet. - I can move my hands and fingers without moving their shoulders. (upper arm strength.) - I can rotate lower wrists independently. (upper arm strength) Bikes Objectives - I can ride a tricycle, balance bike and scooter. Fine Motor Tools - I can make snips. - I can hammer with golf tees/pins. Writing - I can show a preference for a dominant hand. - I can use a comfortable grip when holding pens and pencils on the way to developing a tripod grip. Independence and Health - I can start to do up and undo a zip with support. - I can start to dress and undress with support. - I can use the toilet independently. - I can wash hands independently.

Mathematics	Literacy
Number - I can subitise within 3. - I can count small groups of objects accurately. - I can explore how all numbers are made of 1s - I can describe the composition of 3 and 4. - I can subitise objects and sounds. - I can compare sets - 'just by looking'. - I can use the language of comparison: more than and fewer than. Shape, Space and Measure Match, Sort and Compare - I can match objects. - I can match pictures and objects. - I can identify a set. - I can sort objects to a type. - I can explore sorting techniques. - I can create sorting rules. - I can compare amounts. Talk about Measure and Pattern - I can compare size. - I can compare mass. - I can compare capacity. - I can explore simple patterns. - I can copy and continue simple patterns. - I can create simple patterns.	Phonics Little Wandle Shared Books and Story Helicopter Stories - I can tell a story. Class Reading, Guided Reading and Individual Reading - I can listen to stories with enjoyment. - I can retell a story from the pictures. - I can identify the main characters. - I can identify, explain and use new vocabulary - I can say the sounds that match some single letters. - I can blend cvc words. Writing - I give some meaning to the marks I make. - I arrange letters to make simple words. Drawing Club Text and Stimulus - Owl Babies - Colour Monster - Wacky Races - The Little Red Hen - Three Billy Goats Gruff - Rama and Sita

Expressive Arts and Design			
Art	D and T	Music	Drama
Mark-making and drawing - I know how to use a variety of drawing tools and techniques - pastels, paints - I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. - I know about different emotions and can draw them on the faces - I can return to and build on my previous learning, refining ideas and developing my ability to represent them. Possible Artist: Freida Kahlo or Van Gogh	Cooking - I know why it is important to wash hands and work on clean surfaces. Design: Developing, Planning and Communicating Ideas - I say what I am making and what I will need to create it. Making - I can join using a tab with glue or Sellotape. - I create simple props or representations that reflect my interests. Evaluating I can say how I adapted my work and why. - I respond imaginatively to art works and objects. - I discuss problems and how I can solve them. Technical Skills - I know how to select appropriate materials - I know how to select and use appropriate tools for a purpose.	Charanga Scheme Learn to sing nursery rhymes and action songs: - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive - This Old Man - Five Little Ducks - Name Song - Things For Fingers Musical learning focus - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Share and perform the learning that has taken place	Making - I develop storylines in my pretend play. - I listen to and talk about stories to build familiarity and understanding. - I use new vocabulary in different contexts. Performing - I retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in my own words. - I recreate roles and experiences in play situations. Responding - I watch and talk about dance and performance art, expressing my feelings and responses.

Understanding the World				
Science	History	Geography	RE	Computing
Myself - I can describe what I look like. - I can describe ways people look the same and different. - I can discuss what they like and how this may be the same or different to others. Working Scientifically - I can make comments and ask questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of myself.	Personal History Changes within living memory: - I know about my own life-story and family's history. - I know how I have changed - I know about changes that have happened within my family lifetime - I know about the lives of the people around them and their roles in society. - I can talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holidays etc.	My school and Village Locational Knowledge: - I know about the features of my own immediate environment - I know the name of the village my school is situated in and nearby town. - I can describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Geographical Skills and Fieldwork: - I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. - I can interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information	Who am I? - I can show an understanding of different communities. I can recognise that I belong to a community of school, home and perhaps a faith. - I can understand and compare the similarities and differences between myself and others. - I show some understanding of Religious and Non-Religious Worldviews.	Safety Safe Use: - Recap preschool objectives. - I begin to give reasons why we need to stay safe online - I can use the internet with adult supervision to find and retrieve information of interest to me.

All these areas of learning have equal weighting on the children's profiles, so if you do wish to do some activities with your children at home, please remember not to focus solely on Literacy and Numeracy.

Basic Daily Timetable

Funky fingers

Register

Squiggle While you Wiggle -Flipper Flappers / Dough Disco

Phonics

Snack

Drawing Club (English)

Discovery Time

Poem

Lunch

Register

Maths

Discovery Time

Topic/Helicopter Stories/Story/Collective Worship

* Glossary of terms below

Discovery time - Child initiated learning through play and adult directed activities.

Dough Disco - tapping and moulding a small piece of dough to develop the children' hand strength and dexterity.

Squiggle While You Wiggle - Dancing with scarves using the large movements which develop gross motor skills to support writing.

Funky Fingers - a range of activities to develop hand strength.

Helicopter Stories - A child dictates a story to an adult. The story is read to the class while some of the class act it out.

Drawing Club - an opportunity for children to use their imagination and mark make, linked to a weekly story book, traditional tale or cartoon.