Rowan Autumn Term Newsletter 2 2026

We hope you had a lovely and restful half term break and are ready for another busy term. As part of our learning this term, we will be focussing on festivals and special events. These will include bonfire night, Remembrance, Children in Need, Christmas and other festivals celebrated by the children in the class. Please let us know of any festivals you celebrate at home for us to include. As part of Literacy, we will be looking at the stories "Supertato", "Pumpkin Soup," and "The Christmas Story".

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.

PE will continue to be on a Friday. It would be beneficial if the children get as much experience of dressing and undressing themselves as possible so if you can encourage as much independence as possible when they are getting ready for school that would help their progress towards the early learning goals. Please also ensure everything is named that comes into school with the children.

Please remember the children need a school bookbag and not a rucksack. We do not have the space in the cloakroom for these bulky bags. Just a reminder, we would like every child to have some wellies in a named plastic bag.

We will continue to send books home. We will practise them in school and will then send them home. We are looking for the children to read the books fluently. If your child finds a word a challenge, you can say the sounds then the word before letting them copy you. Some children will be bringing home books without words still until they are secure enough in their phonics to move on. Please use the prompts in the back of the book to support each of the three reads at home. Please tick the bookmark to show you have read. You can comment on the back of the bookmark. Books need to be in school everyday.

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 always greatly appreciated as we will be frequently making new playdough. We also appreciate craft materials such as paper plates, googly eyes, pom poms, feathers, lollipop sticks and matchsticks.The children love to draw so paper is also appreciated.

The majority of parents have activated their Tapestry accounts. For those who have not, we have resent the activation emails. It might be worth checking your junk folder. If you would like another parent added, please let the office know. It is the way you can see what your child has been doing in school and we will send messages about what they will be doing. We would also love you to add observations about what the children are doing at home. We like to hear about firsts, wow/proud moments and important events. We would particularly like

to hear about celebrations as we can share these with the class and compare the different ways people celebrate as well as spotting similarities.

It is so important we have good communication. There are several ways to inform us of important issues regarding your child. Quick messages such as a disrupted night's sleep for example can be shared at the door or put in the home school book. If it is in the home school book, please hand it to us so we know there is a message. If you require a longer conversation, either book an appointment with us or wait until we have released all the children at the end of the day. You can also send an email or tapestry message.

Later on in the term we will be looking at toys from the past. If you have pictures of your toys from the past that you are happy to send us, it would be great so we can look at similarities and differences. We will add the images to our toy museum.

The Foundation Team

Prime Areas of Learning		
Personal, Social and Emotional Development	**Communication and Language**	**Physical Development**
I can show increasing confidence around new people. I can be confident to tackle new environments.	I can listen to and enjoy stories I can stop an activity to listen to someone speaking. I can use new vocabulary. I can build a large range of songs and rhymes they know. I can understand the question words where, what, when. I can start a conversation with a friend or adult where many turns are taken.	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 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.) Fine Motor I can make snips. I can hammer with golf tees. I can show a preference for a dominant hand. I can use a comfortable grip when holding pens and pencils. Independence and Health I can start to do up and undo a zip with support. I can start to dress and undress with support.

<table>
<tr><th colspan="3">Specific Areas of Learning</th></tr>
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<td>Literacy

Phonics
Phase 2

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.
• I start to write cvc words.</td>
<td>Mathematics

It's Me 1,2,3!
Representing 1, 2 ,3
Comparing 1, 2, 3
Composition 1, 2, 3
Circles and Triangles
Spatial Awareness

Light and Dark
Four
Five
One More
One Less
Shapes with Four Sides
Night and Day</td>
<td>Understanding the World

Seasonal Change, Changing State and Light
Celebrations
Toys from the past
Seasonal change
Our village
Technology around me</td>
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<td>Expressive Arts and Design

Shape and model experimenting with different forms.
Model making
Cooking
Performing music
Acting out stories</td>
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***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.**