



Aston Rowant C+E Primary School
School Lane, Aston Rowant, Oxon OX49 5SU
01844 351671

office@aston-rowant.oxon.sch.uk

Headteacher: Mrs Helen France

27th September 2024

From the Headteacher:

Harvest

Thank you to everyone who brought food items in today for Harvest. We will be taking the items to the Sharing Life foodbank this weekend. The Thame foodbank provides emergency supplies of essential food items to those in our community who are struggling financially. It will make such a difference to those who receive your donations. Well done to each class for their beautiful reflections on the meaning of harvest shared in our special collective worship.

Smartphone Free Childhood

Thank you to all that joined the meeting on Wednesday evening which was well attended by all schools within the Thame Partnership and more. It highlighted the importance of delaying smartphones in childhood and the risks associated with given premature access to the internet. As a school we support this and encourage you to read the parent pact here: [Smartphone Free Childhood Sign the Parent Pact](#)

Key Areas of Information: How do we deliver the curriculum at our school (Implementation)?

Last week in our 'Key Areas of Information' section we looked at the intent of our curriculum. This week we focus on the implementation of the curriculum. Our curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in children's memory. For example, it is crucial that children automatically know the number facts that combine to make 10 (2+8, 3+7 etc). Knowing these number facts allow pupils to make links with many areas of number throughout their school life, so we revisit this learning regularly in the first few years of school to make sure this knowledge is 'sticky'.

Knowledge is divided into two types:

Substantive Knowledge: This refers to specific facts to be learned, such as, for example, the names of the countries in the United Kingdom (geography), or in history key facts about an historic event such as World War I. In our curriculum pages, we have given you examples of the substantive knowledge that pupils need to know and remember at each stage in their learning and in each subject. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

Disciplinary Knowledge: Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is knowing 'how'. For example, in music I can know that a minim is the equivalent of 2 beats, a quaver a half beat and a semi-breve four beats (substantive facts), but disciplinary knowledge helps me use this information to clap a rhythm accurately having read it on a musical staff. Sometimes people refer to disciplinary knowledge as skills.

Making sure knowledge sticks:

When we have designed our curriculum, we have made sure the following applies to enable pupils to retain the important substantive knowledge and disciplinary knowledge:

Prior knowledge is identified and built upon.

At each stage in the school journey, teachers make sure that they understand what prior learning has taken place and how well children have remembered it. They revisit prior learning, particularly at the start of a unit of work but also at other stages in the learning process, to make sure that they are building new learning on secure foundations.

Making links with other learning.

We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. Key concepts in each subject are revisited over time and can be seen in our curriculum plans, which have the effect of making these links and building webs of knowledge. You will see some of these key concepts in our curriculum planning on curriculum pages.

Making sure that the way we implement our curriculum plans places emphasis remembering or sticking

We understand that learning is defined as an alteration in long term memory. If nothing is altered in long term memory, then nothing has been learned. Therefore, we train our teachers to use teaching strategies informed by the most up to date research into memory. When we implement our curriculum plans, we know that knowledge is more likely to be remembered over time when we use including retrieval practice, generative learning strategies and paying attention to not overloading the working memory.

Next week we will look at the impact of the curriculum – measured through our various assessment methods.

Kind regards

Mrs France

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Teaching and Learning in the Classrooms this week:



Hedgehog Class

Another busy week has been had in Hedgehog Class. We have continued to build on our phonics, this week learning the 't' and 'i' sounds. We've worked hard to develop our listening skill to find words that start with these sounds then have a go at identifying other sounds we hear in the words. We have also been learning to write the letters and are getting better and better each day. The highlight of the week was on Wednesday, when some of the children decided that they would like to have a party! So, we worked hard to write invitations and make party hats before enjoying some singing and dancing on the disco floor.



Squirrel Class

The wet weather hasn't dampened our spirits or thirst for learning in Squirrel Class this week! We have continued our learning in English by creating story maps in mixed year group pairs, with the children creating some beautiful illustrations and using their speaking and listening skills to retell the story. Next week we build on this to retell the story in our own words. In Maths we have looked at one more and one less in Year one and in Year two we looked at flexibly partitioning numbers in different ways. Our Science lesson this week was based on exploring our senses of hearing and taste. We conducted some taste experiments with children completing some blind taste tests of different foods. The lemons had mixed reviews, but the sweet popcorn was a real hit! In Geography this week we looked at maps and discussed natural and man-made features, then we went on a hunt around the school grounds to identify these. Lastly, our art lesson focussed on the idea of artists as explorers and collectors, and we looked at some artists that do this as a foundation for their work. We also collected items as inspiration for our sketches in our books from the school field and playground.



Fox Class

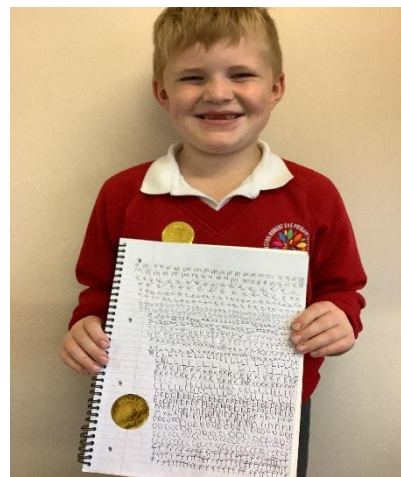
A deep-thinking week in Fox Class this week! In our English, we started our week understanding what coordinating conjunctions are and being able to identify and use them in our work. We used FANBOYS as a way to remember what they are! We also put ourselves in the shoes of our main character Arthur and thought about how he would be feeling in a certain situation and wrote a diary before having a debate in class whether he should or shouldn't go on a particular adventure. We had a conscious alley activity where children were split into 2 rows with different viewpoints and one child had to walk down the middle and listen to both sides before making their mind up. This activity really helped us when we wrote to Arthur expressing our opinion! In History, we learnt about the discovery of Sutton Hoo and what the artefacts found could tell us about the Anglo Saxons. In History we used the dataloggers for the first time to help us record the volume of different instruments. We learnt that sound is measured in decibels (dB) and travels in waves. In our Art, I challenged the class to draw me without taking their pencils off the page – it was quite tricky but really made everyone think carefully about how they would achieve something vaguely Mrs Healy shaped!



Owl Class

It's been a soggy but busy week in Owl Class this week, as we waded through rainstorms to progress our learning. We started the week with using our writing skills to craft clear compound sentences and then add on our similes and figurative language. We broke up images into what nouns and adjectives they could be described as, and then used these word banks as a jigsaw to assemble our effective sentences. This was all combined in our Big Write on Thursday, as the children wrote a diary entry from Edmund Hillary as he endured a snow storm at base camp of Everest. In Maths, the children finished their number knowledge unit, looking at negative numbers and comparing differing values and finding the difference between several values, as well as completing their first end of unit test! In History, the children continued to look at how we can compare the historical impact of key British people, focusing on Ellen Wilkinson the suffragette, and Betty Boothroyd, former Speaker of the House of Commons. In Science, we risked the safety of Owl Class carpets by finding out which material would make the best filter to clear muddy water, and then examining the properties of these products, introducing the idea of a material being 'porous'. What a week!

Photo Diary of the Week



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Whole School Topic - Autumn Term: I Spy with My Little Eye

Values: Wonder

This week we have celebrated our Harvest festival. We have thanked God for our food, for the rain, the soil, the sun and the farmers who grow our crops. We spent time on reflecting on the importance of saying thank you. We also looked the needs of others around the world from our local food bank to those in need in other countries.

'This most generous God who gives seed to the farmer that becomes bread for your meals is more than extravagant with you. He gives you something you can then give away, which grows into full-formed lives, robust in God, wealthy in every way, so that you can be generous in every way, producing with us great praise to God.' 2 Corinthians 9:10-11

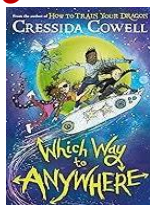
Climate Warriors Challenge

This week we're encouraging 'talking' ... climate change ... one of the greatest challenges that humanity has ever faced and yet many people never talk about it. Decisions made by our governments are crucial to the task of tackling climate change. We need to make our voices heard, we need to embolden and encourage our governments to take the necessary decisive action. If you'd like to 'imagine' being 'Global Minister for future generations' you could try: [The Climate Game – created by The Financial Times and Infosys - Can you reach net zero by 2050?](#) How well did you do? Our children are challenged this week to let their voices be heard – to chat, share, discuss what they know, feel and think about climate change. A video clip might help start a conversation:

[What exactly is climate change? by ClimateScience](#)
[Penguins and polar bears. by WWF](#) (for younger children)

It's ['Meet your MP day' - Saturday 12th October](#) - an opportunity to TALK to our politicians about climate change.

Book Review by Bodie - Fox Class



Which Way to Anywhere – by Cressida Cowell.

I really enjoyed this book and the story is full of twists and turns. It's about a group of children who travel to another world and have to save their baby sister Annipeck. They all face huge challenges along the way. I highly recommend it!

Happiness Calendar: Self Care September

Self-care isn't selfish. It's essential. It is an investment in you. You can find this month's happiness calendar [here](#).

Attendance – This week

School target 97%	97% - 100%	90% -97%	Below 90%
Hedgehog Class	92%	0%	8%
Squirrel Class	94%	0%	6%
Fox Class	88%	4%	8%
Owl Class	70%	10%	20%

Housepoints

House	This Week	Total
Bethlehem	44	137
Eden	32	102
Galilee	36	109
Jerusalem	44	173

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Emails and Letters Sent this Week

Date	Email/Letter	For	From	Concerning
25-09-24	Email	All	Office	PTA Christmas Cards

October	
Tuesday 1 st / Wednesday 9 th	Open Evening / Morning at LWS for Year 7 intake 2025
Wednesday 16 th	Fox Class trip – Wallingford Museum
Friday 18 th	Open Morning for Reception 2025 09:30 – 10:30
Thursday 24 th	Be Bright Be Seen Day – wear bright visible clothes
Friday 25 th	INSET Day
November	
Wednesday 6 th	Open Morning for Reception 2025 09:30 – 10:30
Monday 11 th	11:00 KS2 remembrance service at the war memorial
Tue 12 th and Wed 13 th	Parents' Evenings
Mon 11 th – Fri 15 th	Anti-Bullying Week – Choose Respect Inc Tuesday 12 th Odd Sock Day
Friday 15 th	Children in Need (wear spots and dots and make a donation to this charity)
December	
Tuesday 3 rd	Oxford University visit to Fox Class - rocks
Tue 10 th and Wed 11 th	EYFS Nativity
Wednesday 18 th	Christingle in church
Friday 20 th	Christmas Party School ends 13:30

Academic Year Calendar 2024-25

Autumn 24	
Weds 4 th Sept – Thurs 24 th Oct	Autumn Term (1)
Mon 28 th – Fri 1 st Nov	HALF TERM
Mon 4 th Nov – Fri 20 th Dec	Autumn Term (2)
Spring 25	
Tue 7 th Jan – Fri 14 th Feb	Spring Term (1)
Mon 17 th – Fri 21 st Feb	HALF TERM
Mon 24 th Feb – Fri 4 th Apr	Spring Term (2)
Summer 25	
Tue 22 nd April – Thu 22 nd May	Summer Term (1)
Mon 26 th May – Fri 30 th May	HALF TERM
Mon 2 nd June – Tue 22 nd July	Summer Term (2)