



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



17th January 2025

Message from the Head Teacher

New Website

I am delighted to say that our new school website has finally gone live. We hope you enjoy navigating the cleaner, brighter pages as well as appreciating increased functionality. You should also notice that it works much better on mobile devices. We are still developing the content but all the more reason to log on regularly and see what is new!

Key Areas of Information about Aston Rowant School: Value Based Education

Last week the whole staff team attended the keynote speech on our INSET day by Dr Neil Hawkes on a Values-based Education. This is an approach that is different from simply having values in education in one key area - a values education teaches learners about values where a Values-based Education is all about the culture. A school with a Values-based Education provides a teaching/learning environment, therefore a culture, where children experience, and learn to live, those positive universal values first hand throughout their schooling.

An effective Values-based Education environment has three core foundations. Firstly, all of the adults model the values that we as a school community have chosen. Secondly, the values are developed into an ethical vocabulary which empowers children and adults to articulate both basic and advanced ethical concepts. Finally, the school creates time and space for young people to develop reflective practices so their values experiences can be processed into a living guide to self and interpersonal awareness.

Developing a broad ethical vocabulary is the foundation of a universal narrative through which all human beings, irrespective of culture; religion or ethnicity can communicate, thereby establishing trust and wellbeing. The outcome of the wider Values-based Education is self-leadership, which enables each child to work towards fulfilling their wonderful potential.

We have six core school values that guide children's choices, behaviour and learning. These values were chosen by the whole school community and are linked to our vision 'Growing together, rooted in God, having fullness of life based on Colossians 2:7 'Let your roots grow deep in him and build your lives on him'. The values together spell GROWTH - Gratitude Resilience Outreach Wonder Trust Harmony.

Our Values-based Education philosophy will naturally underpin our work to actively promote fundamental British Values of democracy, individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures. We will also continue our rounded programme of collective worship and events to promote children's spiritual, moral, social and cultural development, enabling them to develop their own moral and ethical compass to guide what is right and what is wrong.

However, the starting point for embedding a Values-based Education must be for us all to understand what a value is. I know that the children have a sound understanding of each of our six values and in themselves but wanted to see what they thought values were. So, in the first week back of the new term I used our PSHE lessons to do just that. My basis was 'A value is a principle that guides thinking and behaviour', but I didn't share this with the children until the end of the lesson. Here is what our wonderful children said:

- Values help us to grow (Year 1)*
- Values are being helpful and kind (Year 1)*
- Values are a way to spend your life, a way to learn and be kind (Year 2)*
- Values help us to learn and live in a community (Year 2)*
- Values shape how we act and make our behaviour right (Year 3)*
- The way life should be. The path we should follow. (Year 4)*
- Values are ideas that lead us to do what God made us to do (Year 4)*
- A benchmark for us to follow. They push us towards excellence. (Year 4)*
- Something that holds people together and makes them work towards a common goal (Year 5)*
- Values are small actions that make a big difference (Year 5)*
- Values are social rules that help you treat others as you want them to treat you. (Year 6)*
- Values are the parts that make up a person, that show who we are and help us to be our best self (Year 6)*

If I am honest I was blown away by all of the responses. The thinking and understanding that was demonstrated as we discussed the children's ideas was both humbling and encouraging. We are now going to see if we can combine these ideas to have one working definition to use as we continue to bed in our Values-based Education.

Kind regards
Mrs France

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY
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Teaching and Learning in the Classrooms this week:



Hedgehog Class

The picture we have been studying this week is Gustav Klimt's *Tree of Life*. We found lots of different lines and shapes in this picture and especially liked the spirals on the tree. We had a go at practicing spirals of our own inside and outside the classroom. We then had a go at painting our own spiral trees using metallic paints. Our final task was to make a *Tree of Life* sculpture. We practiced our circle drawing and cutting skills to make a stand, then twisted pipe cleaners to make our tree shape. Our sculpture looks fantastic! In RE we are looking at 'Celebrations', and this week have been starting to learn about Chinese New Year. Whilst learning about the traditions, the hedgehogs have had lots of fun making spiral dragons and Chinese lanterns.



Squirrel Class

The first full week of the Spring term and the Squirrels did so well! We have continued our Percy the Park Keeper learning and the class wrote some beautiful thank you letters to Percy in role as an animal. In Maths this week we have moved onto Place Value to 20 for Y1 and we reviewed number tracks and the concept of tens and ones. In Y2 the children have moved onto Money and we looked at the value of coins and notes in circulation in England. We also looked at different ways of making the same amount. In Science we have moved on to a new unit titled Animals, Including Humans (Comparing animals) we and looked at images of different animals and named them all. We then sorted and grouped the animals according to different headings in a Venn diagram, such as 'has wings' & 'has no wings'. We also tried some more tricky grouping with headings such as 'lives on land' & 'has scales' that had an intersection of the two sets. Ask your child this question this weekend: *How do we know humans are mammals?* Hopefully they'll be able to tell you! Finally, we had our amazing Great Fire of London workshop on Wednesday in the school hall and the children were absolutely amazing. We did drama, played games, shared facts, danced with fire sticks and James (the lead facilitator) was full of energy and enthusiasm. He also commented at the end of the day how impressed he was that the Squirrels were able to match his energy all day and how much he enjoyed himself with them! Well done Squirrels and a huge thank you to the PTA for organising and funding the experience for the children. Happy weekend all and see you on Monday.



Fox Class

A week packed full of interesting learning! We used our History lesson to understand where Egypt is, why the River Nile was important and the key periods in the ancient Egyptians. We made a giant timeline in groups then discussed which was the longest and which as the shortest period. We also discussed what else was happening in the world at the same time e.g. The Bronze Age here and ancient Greeks. In our English, we write instructions about the process of mummification working on our use of sequence adverbs, adverbs for manner and imperative verbs. We also focussed on the present perfect tense in our SPaG lesson and whilst writing telegrams in the guise of Howard Carter. In Maths, the Green group worked on their understanding of multiplying and dividing 10 and 100 whilst the Orange group learnt how to multiply 2-digit numbers using partitioning. Can I ask that children really focus on their times table knowledge using Times Table Rockstars as this really supports their work especially as we will be looking at a new method of dividing next week. In our DT, children worked hard on their use of a needle and thread by using running stitch, cross stitch and applique. This will all help when they begin to design their Egyptian collar next week. In Science we learnt about Friction. Using two bottle tops, one with sandpaper attached, children learnt that the rougher the surface, more friction is produced. In our guided reading, we used a scene from Hansel and Gretel to practise our oracy and acting skills to demonstrate our understanding of the text. It was such a pleasure to see them work so well in different groups and showcase their voices for the characters! Well done Foxes!



Owl Class

A stellar week in Owl Class, as the children acted like the stars they are, as we used a range of everyday objects to assemble a working scale model of the solar system. We gathered our objects that best represented the difference in size of the celestial bodies in the milky way: a marble for Earth and Venus, a bead for Mars, a netball for Neptune, and even a single grain of sand for Pluto (even though this is a dwarf planet now), all orbiting around the Sun, which was represented by a huge yoga ball! We then tried to recreate the elliptical orbits of each planet around the sun, and we quickly found that the inner planets such as Mercury and Venus could complete multiple orbits in the time it took for Neptune to complete a single one. What a fantastic way for us to understand the scale and the mechanisms of the universe around us. In English, we focused on the heart voice (the emotional) and the 'head voice' (the logical/searingly honest) as we wrote postcards from Olive, the protagonist of Letters from the Lighthouse, about the journey she and her brother faced during their evacuation. Although the journey itself was pretty awful, as Olive we decided that we should use our Head Voice and 'adapt' the truth so that her mum wouldn't worry, so our second postcard was a more polished and positive version of the truth: reading the two against one another really shows the difference in writing styles and the voices we can use when putting a positive spin on an experience. In Maths, year 6 began to use the long division method to solve a range of problems, whilst Year 5 consolidated their short division skills and used factor pairs of the divisor to begin to solve more complex problems. In History, we created enormous timelines that charted how Britain ended up declaring war with Nazi Germany in 1939, whilst the children were able to apply reasoning and imagination to our latest object in Curiosity Corner. Just a few highlights from our very productive week!

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

Growing together, rooted in God, enjoying fullness of life. (Colossians 2:7)



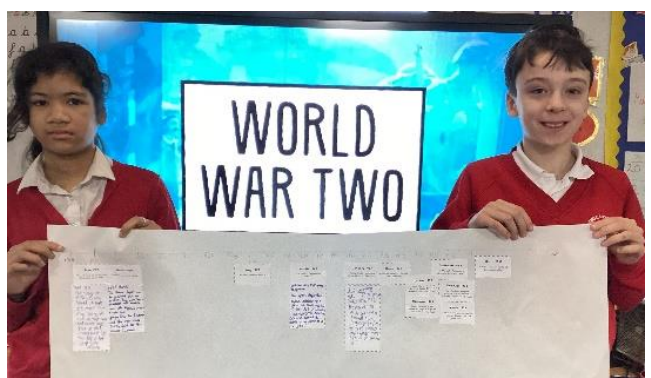
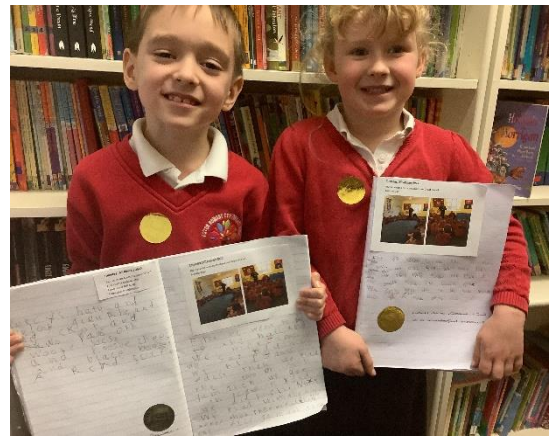
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Photo Diary of the Week



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Whole School Topic - Autumn Term: Open the Book

Values: Trust

In Collective Worship this week we continued exploring our new value for this half term, Trust. We can trust that God cares for us enough to want the best for us. To show that God will never forget us, the Bible uses picture language and tells us that it is as if our name is written in the palm of his hands. We can take our needs, cares, hopes and dreams to Him and we will listen with all of his attention. and the Bible verse that we use as a school to understand it.

'See, I have written your name on the palm of my hands.' Isaiah 49:16

Climate Warriors' Challenge

Q: What can you draw without a pen, pencil, chalk or charcoal? A: Your curtains! They are great to keep the heat in and carbon admissions down. Warm air leaking out of our homes lowers the temperature – so the boiler has to work harder, burning more fuel, costing more money, and creating carbon emissions. This week we encourage you to draw your curtains at dusk to keep the heat in as well as look after the planet.

Links that may be of interest:

[How polar bears stay warm - Natural History Museum](#)

[Home insulation - Fun Radio podcast](#)

[How a passive house works - 90second explainer](#)

Book Review by Mrs Biggin: **Dragon Post** by Emma Yarlett



This beautiful story book was gifted to my twin daughters at Christmas and we have read it weekly ever since! It features a little boy called Alex who one morning wakes to find a dragon living in the cupboard under the stairs. Luckily, he knows just what to do. He writes letters to lots of different people - including the fire brigade and the butcher - to ask how he should take care of his surprise visitor. Each letter is uniquely crafted and the illustrations are superb. The ending is a little sad, as Alex realises his visitor cannot stay with him forever...but he does learn that a true friendship never ends.

Happiness Calander: Happier January

How can we start this new year happier? This month, we're encouraging everyone to focus on small steps to try to boost happiness - for ourselves and others around us - to spread kindness and hopefully inspire others to do the same. You can find this month's happiness calendar [here](#).

Attendance - This week

School target 97%	97% - 100%	90% -97%	Below 90%
Hedgehog Class	85%	0%	15%
Squirrel Class	100%	0%	0%
Fox Class	92%	0%	8%
Owl Class	90%	0%	10%

Well done Squirrel Class – you can have an extra playtime next week as your reward for 100% attendance this week.

Housepoints

House	This Week	Total
Bethlehem	51	93
Eden	42	88
Galilee	45	91
Jerusalem	68	110

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Emails and letters sent this Week

Date	Email/Letter	For	From	Concerning
15.01.25	Email	All	Mrs France	Pyjamas Day – 22.01.25

January	
Wed 22 nd	Pyjamas Day for Wycombe Homeless Connection Donation link: Crowdfunding to support our chosen charities on JustGiving
Wed 29 th	Fox and Owl – Mr Egypt workshop (PTA funded)
February	
3 rd – 9 th	Children’s Mental Health Week – ‘Know Yourself, Grow Yourself’
Tues 4 th	Internet Safety Day – ‘Too good to be true?’
Weds 5 th	Netball Club trial at lunchtime with Mrs Campbell
Fri 7 th	Shorter Celebration Assembly 2:30pm – 2:50pm
Fri 7th	Smartphone free childhood presentation 2:50pm – 3:15pm in Hall – all welcome
Fri 7 th	KBAR Quiz – All proceeds going to school
Mon 10 th	FGB
Fri 14 th	Birdwatch
Mon 17 th – Fri 21 st	Half Term
Mon 24 th	Nurse visit for EYFS & Year 6 – Height & weight measurements plus vision screening for EYFS
Friday 28 th	Dance Club starts in Hall
March	
Wed 5 th	World Book Day – Heroes and Villains
Fri 7 th	International Women’s Day – sport for girls run by JR Sport
10 th – 14 th	National Science Week – ‘Change and Adapt’
Tues 18 th	Interhouse Cross Country
Fri 21 st	Red Nose Day – wear your jumper or cardigans back to front for a donation to Comic Relief
Fri 28 th	Parents’ Book Look – 2:30pm to look through your child’s work. No Celebration Assembly.
April	
31 st – 4 th	RE Enrichment Week – <i>What is Courageous Advocacy?</i>
Tue 1 st / Wed 2 nd	Parents’ Evenings
Fri 4 th	9:15am Spring Service in Church

Academic Year Calendar

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)
Autumn 25	
Mon 1 st Sept – Thurs 23 rd Oct	Autumn Term (1)
Mon 27 th – Fri 31 st Oct	HALF TERM
Mon 3 rd Nov – Fri 19 th Dec	Autumn Term (2)

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